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ABSTRACT

East High School's Senior Seminar, a program which allowed groups of senior students to work in the natural environment of the activities or subjects being studied, was evaluated in 1973 by the following indicators: an attitude assessment and appraisal of the program by staff members, parents, and students; a follow-up survey of participants' post-high school status; a cost assessment; student retention data; selected descriptive data of participants; and narrative summary descriptions of the various Seminar learning modules. The study sample included a treatment group of 114 students enrolled in the Seminar and a control group of 114 students randomly selected from senior students. Data indicated: (1) many students and staff members felt that certain specific aims were realized; (2) present reporting, which consisted largely of narrative descriptions, student comments and reactions, logistic requirements, and suggested changes, seemed inadequate for program evaluation purposes; (3) the Seminar involved appreciable cost in additional staff involvement and effort; (4) certain instructional problems emerged; (5) the information as presented created difficulties in making judgments concerning instructional justification for the various modules, the degree of curricular balance, and the logic of sequence; and (6) the organization and administration of the Seminar appeared to be well done. (CM)

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EAST HIGH SCHOOL SENIOR SEMINAR

1973 EVALUATION

RC 012557

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
PART I - INTERNAL ASSESSMENT	5
Evaluation Design	5
Attitude Assessment and Appraisal	7
Follow-up Survey of Seminar Alumni	17
Cost Assessment	21
Achievement Assessment	23
Student Retention Assessment	25
PART II - NARRATIVE SUMMARY OF SENIOR SEMINAR LEARNING MODULES	27
Mexico Outward Bound	31
Urban Design	37
Power Politics	41
Chicago	49
Urban Arts	55
Human Liberation	62
American Indian Literature	72
Navajo	77
Photography	79
Courts and Law	81
River Expeditions	86
Chicano Culture	92
Creative Writing	99
Marine Biology - Ecology	104
Practical Liberation	110
Institutions	112
PART III - CONSULTANT - SUMMARY AND RECOMMENDATIONS	117
Summary	119
Recommendations	123

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EAST HIGH SCHOOL SENIOR SEMINAR

1973 EVALUATION

INTRODUCTION

The Department of Planning, Research, and Budgeting, at the request of the Division of Education, conducted an evaluation of the East High School Senior Seminar. In addition, the Community Black Advisory Committee, as part of its recommendations, had suggested that such an evaluation be conducted. A previous evaluation was conducted by the Department the summer of 1971; during 1972 an evaluation report was prepared as a joint venture among East High School, Colorado Outward Bound, and the University of Colorado.

This report draws upon the experience of the two preceding evaluation studies. The design of the evaluation, the development of the instruments, the analysis of data, and the preparation of the final report were executed by this Department. Consultants from the School of Education, University of Colorado, assisted in the development of the questionnaires, in the interpretation of data, and in the development of recommendations. Dr. Robert McKean, Professor and Educational Specialist, was the principal consultant for these aspects. Dr. Stanley Ratliff, Associate Professor - Field Experiences, prepared the narrative evaluation describing the various instructional modules which constitute the Senior Seminar. The objectivity and the external perspective of the consultants were considered as vital elements of the evaluation.

Mr. Emil Ziegler, a teacher who directed and coordinated the Senior Seminar, prepared the following description and statement of objectives:

> Senior Seminar is an attempt to provide learning experiences and personal growth development in areas not dealt with effectively by traditional methods. It is not intended as an alternative form of education although to some students, it is just that.
>
> Several studies have concluded that the single best indicator of future success or failure of students in public schools is the student's home background. The implication being, of course, that schools do little to change the student's predisposition for success in school. The East High community is diverse and heterogeneous and provides to the school students predisposed to success as well as students predisposed to failure, including potential dropouts, for example:
>
> - Some students have an attitude of blind acceptance of failure produced by the competition ethic of the home and community environment.

- The home and community environment produce some students who are unable to recognize their self-potential.

- Some students apparently do not have the ability to see and use cooperative effort as a means of achieving individual goals.

- Students may have a limited knowledge of ethnic differences. This in itself may produce a personal uneasiness and self-consciousness.

The goal of Senior Seminar is to develop in students the tenacity and the will to survive as happy, productive citizens.

The general objectives of Senior Seminar are varied, but are generally recognized as the following:

- to produce a heightened self-concept and to eliminate the fear of participation in unfamiliar activities (educational, vocational, and recreational)

- to produce greater self-reliance

- to increase self-discipline

- to develop an awareness of cooperative skills and the ability to use such skills in personal and social activities

- to motivate students to desire knowledge and develop the skill of self-education

- to develop a desire to articulate effectively one's perceptions, values, and ideas both in written and spoken form

- to blend some realism into the student's idealistic attitudes toward social and cultural endeavors

- to provide avenues for the learning of multi-cultural values and norms

- to facilitate the reduction of interpersonal alienation of ethnic groups

- to provide students an opportunity to experience an alternative structure to their previous educational structure.

To achieve these objectives, the Seminar uses the experiential method of learning in which each student does a concentrated study of a specific discipline or subject in time blocks of two or three weeks. The students work in groups in the natural environment of the activities or subjects being studied. The environments may be wilderness, urban, biological,

artistic, political, mono-ethnic, multi-ethnic, multi-cultural, and the like. The assignment of students into a specific discipline for study is generally determined by student interests and needs as seen by both the student and the staff.

The particular time blocks of study are called modules and all incorporate the technique of understandable stress with the necessity of supportive, cooperative efforts. The modules vary from the initial Outward Bound type of wilderness experience, required for all students, to the quest for academic knowledge through experience and traditional book study.

The technique used by the Senior Seminar is of far greater importance than the actual activities. Senior Seminar grew out of the combined philosophies of Outward Bound and traditional public school objectives. Outward Bound grew out of the crisis of World War II when it was recognized that young British sailors were more apt to die in lifeboat survival situations than older British sailors. The initial technique was designed, therefore, to develop a spirit of tenacity and the will to live. Now the technique is used to avert the loss of meaning in life rather than to prevent wartime loss of life. In Seminar, this evolves into an attempt to develop in students a sense of purpose and a heightened self-concept necessary for success beyond the student's present endeavor in academic, vocational, and social goals.

Specifically, the technique is one of providing a real situation of understandable stress contiguous with highly-structured activities demanding cooperation from all members of a group in order to achieve a goal.

Through the learning circumstances provided by Senior Seminar, students may gain a better understanding of themselves and their own limits; each student is given the opportunity to extend those limits far beyond original boundaries. From these situations emerge a sense of compassion, responsibility, and confidence, as well as leadership and personal dignity.

Selection of students for Senior Seminar is accomplished by a controlled lottery designed to reflect the ethnic makeup of East High School enrollment and to include equal numbers of male and female participants. The lottery is necessary because approximately three hundred to three hundred fifty students request the program each year and the program is allowed to take only approximately one hundred ten students. A further control in the lottery is designed to assure the inclusion of from thirty to thirty-five "dropout" students. These latter students are acquired mostly through the personal recruitment efforts of the Seminar staff and the East High School counseling staff.

The Seminar staff consists of one teacher-director and four teachers; this basic staff is supplemented by the recruitment of five student teachers or graduate teachers on special assignment from a college or university.

The basic staff of five regular teachers is selected each year from a group of interested teachers; teachers are selected from the departments of language arts, science, social studies, and art. Staff members selected for seminar staff

- possess academic specialties
- practice multi-approaches to instruction
- reflect skills in group dynamics
- possess an understanding of the basic concepts of the Senior Seminar.

Further consideration is given to sex, ethnic-racial status, and an expressed willingness to devote the additional time required to operate the program.

PART I

EVALUATION DESIGN

The study sample for this evaluation is referred to as the treatment group and included the 114 students who were enrolled in Senior Seminar. A control group of 114 students, selected at random from among those classified as twelfth grade students, constituted the comparison group.

Evaluative indicators selected included the following:

- an attitude assessment and appraisal of the Senior Seminar Program by
  - staff members assigned to East High School
  - parents of Seminar students as well as of students selected for the control or comparison group
  - students participating in the Senior Seminar and the twelfth grade students identified as the control group
- a follow-up survey of the post-high school status of Senior Seminar participants
- a cost assessment to ascertain the per pupil costs over and above the costs of the regular programs of instruction
- an achievement indicator based upon the results of the Stanford High School Achievement Battery which was administered as part of the citywide minimum testing program
- student retention as indicated by dropout rates prior to and since the implementation of the program
- selected data describing Senior Seminar participants
- narrative summary descriptions of the various Seminar learning modules.

With the exception of the narrative summary descriptions of learning modules and the questionnaire survey of staff members, parents, and students, the data are ex post facto and were collected from various offices and records of the District. Analyses of data were facilitated through use of the District's computer. Comments and other information were compiled and interpreted by personnel in the Department of Planning, Research, and Budgeting.

ATTITUDE ASSESSMENT AND APPRAISAL

The attitude assessment and appraisal was conducted among staff members, parents, senior students, Senior Seminar participants, and Senior Seminar alumni; the questionnaires were designed specifically for each responding group. Some of the items were parallel and allowed for comparison among responding groups, other items were selected from instruments used for the 1971 evaluation study.

Table I summarizes the population or sample groups included in this phase of the evaluation. The number and percentage of respondents are reported.

TABLE I

ATTITUDE ASSESSMENT AND APPRAISAL
QUESTIONNAIRE RESPONSES BY CATEGORY

Respondent Category	Population or Sample	N Responses	Percent of Response
Staff - East High School	117	72	62%
Parents of			
Senior Seminar Participants	114	63	55
Senior Students	114	28	25
Students			
Senior Seminar Participants	114	57	50
Seniors	114	24	21
Senior Seminar Alumni	258*	80	31

*Adjusted, as valid addresses were not available for 23 Senior Seminar Alumni.

Response rates were greater among persons directly associated with the Senior Seminar than were the response rates among the control groups. One-half or more of the Senior Seminar students and their parents responded to the survey. Approximately one of four students or parents in the control groups replied.

Essentially, a majority of respondents in all categories believe that the Senior Seminar at East High School should be "continued, as is" or "expanded." The recommendation to discontinue was made by less than five percent in all responding categories, except for the staff of East High, in which case twenty-six percent of the respondents indicated "discontinue." It should be noted that this represented eighteen staff members who have had no association, or only indirect association, with the Senior Seminar program.

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TABLE II

In your opinion, the Senior Seminar Program at East should be:

Respondent Category	N	No Opinion	Dis-continued	Changed	Continued as is	Expanded
Staff	72	3%	26%	19%	19%	33%
Parents of						
Senior Seminar Students	56	0	0	12	22	66
Senior Students	23	44	4	4	22	26
Students						
Senior Seminar Participants	56	0	3	2	20	75
Seniors	23	31	0	4	13	52
Senior Seminar Alumni	80	0	1	0	20	79

Strengths

Staff members were asked to list the greatest strengths of the Senior Seminar. Fifty-one staff respondents commented and, in summary, stated:

> Students learn to learn on their own. They are excited about learning. Education becomes relevant and meaningful. Students acquire a better self-image and develop self-goals. The program provided experiential learning for a significant number of students. This year, the Seminar has been well organized and well staffed, so the experience and learning have probably been good.

Parents were asked to consider the education for their son or daughter this year at East, and to list what have been the greatest strengths of the school. Seventy-seven replied; the strengths identified in rank order of frequency were:

- the Senior Seminar program
- the high quality of teacher-student relationships
- the exposure to and learning to work with individuals from other cultures within our society
- the self-development and maturation of my son or daughter
- the variety and quality of regular curriculum offerings, including such classes as Advanced Placement, Art, Auto Mechanics, Industrial Cooperative Education, Literature, and Psychology
- the scope and quality of extra-class activities, such as the Angelus, Photography, and assisting in the office.

Students also were asked to think back over this school year and to identify its greatest strengths. Sixty-nine replied; the strengths identified in rank order were:

- the Senior Seminar Program
- the good quality of teacher-student relationships
- the exposure to and learning to work with individuals from other cultures within our society
- the variety and quality of regular curriculum offerings, including such classes as Art, R.O.T.C., Speech, Mathematics, American History, and college preparatory classes
- my own self-development and maturation
- the scope and quality of extra-class activities.

The almost identical ranking of strengths, as observed by both parents and students, is of interest. It is recognized that the relatively higher proportion of Seminar participant respondents may have introduced some bias in favor of the ranking of the Senior Seminar Program.

Weaknesses

Staff members were asked to list the greatest weaknesses of the Senior Seminar. Fifty-five staff respondents commented, replies were ranked in order of frequency, and are summarized as follows:

- the Seminar provides easy credit as it is of poor quality and does not demand sufficient academic content nor rigor
- the program is disruptive, lacks adequate intra-school communication, and provides insufficient supervision of students participating in its activities
- the Seminar attracts students with high academic skills and ability and thus saps enrollments in advanced classes and, in effect, wastes time of these students
- the recruiting of participants for Senior Seminar to achieve the varied distribution of students creates problems and puts some students under pressure
- the excessive demands on the Seminar staff in terms of time and energy need attention
- the Seminar is too expensive.

Parents were asked to identify the greatest weaknesses of the school for the past school year. Of the sixty-five parents who responded, ten made reference to the Senior Seminar. However, such comments were not unlike those of general reference. The items cited have been categorized and ranked by incidence of notation:

- Many students lack sufficient motivation and interest in acquiring an education.
- Teacher attitudes reflect indifference or they do not provide individual attention to students.
- Academic achievement and standards are insufficient.
- Students have too much freedom.
- Discipline is not strict enough.
- Counselor work loads are too heavy, thus, their effectiveness is reduced.

Students were asked to think back over the school year and to identify its greatest weaknesses. The comments pertaining to the Senior Seminar focused upon:

- Seminar participants being apart and not interacting with other students and other school activities
- time was too short for each module
- student input was insufficient
- insufficient materials were available.

Other areas of weaknesses identified by students and of a more general reference have been ranked according to frequency of incidence and include:

- teachers apparently not being concerned about students as individuals
- student apathy toward school
- traditional instructional methods
- scheduling and policies on attendance and tardiness
- lack of school spirit.

Atypical comments were not included in this summary. The verbatim statements of respondents are on file in the Office of Planning and Research.

In addition to the preceding general evaluative responses, each group was queried as to more specific aspects of the Senior Seminar.

Additional Staff Responses

The majority of staff respondents accorded positive results or deemed effective the Senior Seminar Program on all items of inquiry except the items pertaining to academic content and to the development of better post-high school goals. These results are summarized in Table III.

TABLE III

STAFF RESPONSE - SPECIFIC ASPECTS OF THE SENIOR SEMINAR

	No Opinion	Very In-effective	In-effective	Effective	Very Effective
Senior Seminar in promoting positive interpersonal-social development of participants is	10%	7%	6%	45%	32%
Senior Seminar in promoting self-concepts among its participants is	16	4	4	47	29
Senior Seminar as an instructional strategy is	12	7	17	44	20
Senior Seminar in providing for learning motivation in individual students is	12	11	18	41	18
Senior Seminar as a positive program which enhances the public image at East High School is	12	9*	24*	19*	36*
Senior Seminar in providing for student assumption of responsibility to learn is	18	10	19	39	14
Senior Seminar enrollment of the types of students who could benefit most from its activities is	20	12	16	36	16
Senior Seminar in providing an appropriate level of supervision for grade twelve students is	21	13	16	36	14
Senior Seminar activities place an excessive demand upon Seminar staff members.	20	9*	21*	20*	30*
Senior Seminar diverts resources to the disadvantage of other instructional programs.	10	16*	29*	24*	21*
Senior Seminar in developing among participants better post-high school goals is	26	13	17	31	13
Senior Seminar in providing adequate academic content within its structure is	17	22	25	32	4

Number of staff responding = 72
*Four-point scale - strongly disagree, disagree, agree, strongly agree.

Additional Parent Responses

The parents of Seminar participants and the parents of the control group students were asked to respond to eight items. Without exception, more positive appraisals were reported by parents of Seminar participants than by parents of the control group students. Table IV summarizes these results:

TABLE IV

PARENT APPRAISALS

	Uncertain	Strongly Disagree	Disagree	Agree	Strongly Agree
My son or daughter, during this semester, broadened his or her understanding of different cultures.					
Seminar Parents	3%	3%	0%	32%	62%
Other Parents	11	7	32	43	7
The out-of-classroom learning experiences or assignments required of my son or daughter were relevant					
Seminar Parents	7	2	3	41	47
Other Parents	22	7	22	30	19
In general, my son or daughter has, during this semester, received sufficient assistance from teachers.					
Seminar Parents	14	3	2	52	29
Other Parents	22	14	14	36	14
The out-of-classroom learning experiences or assignments required of my son or daughter were sufficient.					
Seminar Parents	5	3	16	35	41
Other Parents	14	18	14	36	18
I really don't think my son or daughter changed much this semester at East.					
Seminar Parents	13	19	51	14	3
Other Parents	21	7	25	29	18
During this semester, my son or daughter has developed a better understanding of what he or she might be doing in life.					
Seminar Parents	25	2	5	40	28
Other Parents	21	18	21	11	29

TABLE IV (continued)

Parents Appraisals (continued)	Uncertain	Strongly Disagree	Disagree	Agree	Strongly Agree
My son or daughter worked harder at learning this semester than in previous semesters at East.					
Seminar Parents	21%	5%	17%	29%	29%
Other Parents	3	32	43	18	4
The academic demands upon my son or daughter this semester were sufficient.					
Seminar Parents	28	3	15	34	20
Other Parents	3	21	29	29	18
(Seminar Parents Only)					
The Seminar has done little to foster better understanding between people.	0	68	27	2	3
My child has developed unnecessarily negative attitudes about society as a result of the Seminar.	2	60	34	2	2
I believe my child learned more through the Senior Seminar than he would have in the regular program at East.	3	2	3	61	31
I think my child has grown in his understanding of himself as a result of Seminar activities.	10	2	0	30	58
My child's attitude toward school was more positive during the Seminar than it was during the regular program at East.	5	2	7	27	59
The Seminar opened new directions for my child to pursue in college or work.	17	2	2	41	38
I had sufficient information of Seminar schedules for my needs.	7	5	9	62	17
The Seminar has helped my child understand positive ways to bring change to our society.	21	2	8	40	29
My child should have received more special help in academic work during the Seminar.	27	9	49	6	9
There should have been more academic work during the Seminar.	28	7	39	17	9

Number of Seminar parents = 63
Number of Other parents = 28

Additional Student Responses

As with parents, both seminar students and control group students were asked to respond to the same items of inquiry. Without exception, more positive appraisals were reported by Seminar students than by the control group of other East High School seniors. Table V summarizes these results.

TABLE V

STUDENT APPRAISALS

	Uncertain	Strongly Disagree	Disagree	Agree	Strongly Agree
I have been able to develop more meaningful, significant relationships with teachers this semester than I have before.					
Seminar Students	5%	0%	0%	28%	67%
Control Students	21	4	13	29	33
My experiences this semester have broadened my understanding of different cultures.					
Seminar Students	2	0	2	11	85
Control Students	18	4	30	22	26
The teachers I had knew how to make subject matter interesting.					
Seminar Students	2	2	0	33	63
Control Students	9	4	30	35	22
The teachers I had this semester were willing to spend extra time to make my educational experiences more meaningful.					
Seminar Students	5	0	0	28	67
Control Students	21	4	13	29	33
The freedom provided me in learning experiences this semester was sufficient.					
Seminar Students	2	2	2	22	72
Control Students	17	8	13	54	8
The number of friends I have among different racial groups has increased this year.					
Seminar Students	4	2	0	37	57
Control Students	17	13	17	36	17
As a result of my school experiences, this semester, I understand myself better than before.					
Seminar Students	5	0	2	26	67
Control Students	8	17	29	21	25

STUDENT APPRAISALS (continued)

	Uncertain	Strongly Disagree	Disagree	Agree	Strongly Agree
I really don't think I changed much during this semester at East.					
Seminar Students	5%	60%	30%	3%	2%
Control Students	4	21	33	33	9
The relationships I had with teachers this semester have helped me to grow in a positive direction.					
Seminar Students	10	0	2	21	67
Control Students	33	0	17	29	21
I feel that I worked harder in learning experiences this semester than I did in previous semesters at East.					
Seminar Students	9	2	4	23	62
Control Students	5	13	22	30	30
I have a better understanding of what I might be doing in life than I did before this semester.					
Seminar Students	11	2	3	39	45
Control Students	8	21	17	29	25
The educational experiences provided me this semester have had a significant effect on my goals for the future.					
Seminar Students	19	0	0	39	42
Control Students	25	8	21	29	17
As a result of this semester's work, I have a better understanding of possible solutions to current local and national problems.					
Seminar Students	16	0	5	34	45
Control Students	35	8	22	22	13
I feel that the other students I worked with at school this semester were interested in me and my problems.					
Seminar Students	18	2	7	48	25
Control Students	22	22	26	17	13
I can understand my parents better than I did before this semester.					
Seminar Students	29	2	9	36	24
Control Students	17	22	13	35	13

TABLE V (continued)

STUDENT APPRAISALS (continued)

	Uncertain	Strongly Disagree	Disagree	Agree	Strongly Agree
The learning experiences I had this semester required the skills and knowledge I acquired before.					
Seminar Students	24%	5%	25%	35%	11%
Control Students	17	4	9	40	30
(Seminar Students Only)					
The Outward Bound course should be retained as part of a seminar.	2	2	2	12	82
I don't think I really changed much as a result of the Seminar	5	72	18	2	3
Students in the Seminar did not have enough power in making decisions.	14	32	42	9	3
I feel that I have made the personal contributions necessary to make the Seminar a success.	12	2	2	49	35
Students in the Seminar have had enough opportunity to help plan the modules.	19	4	35	23	19

Number of Seminar Student Respondents = 63
Number of Control Group Student Respondents = 28

FOLLOW-UP SURVEY OF SEMINAR ALUMNI

A mail survey of Senior Seminar Alumni, those students who participated during 1970, 1971, and 1972, was conducted during June of 1973. The total number of Seminar alumni was 281. Of these, valid addresses for 258 were obtained from East High School and the Office of Pupil Records. Replies were received from 80 persons, or 31 percent.

Descriptors of the responding Seminar alumni are as follows:

- 50 percent were female
- 50 percent were male

- 23 percent were in the Class of 1971
- 34 percent were in the Class of 1972
- 41 percent were in the Class of 1973
- 2 percent did not indicate class affiliation

- 75 percent were Anglo
- 15 percent were Black
- 6 percent were Hispano
- 1 percent was Oriental
- 3 percent did not specify ethnic-racial status

- 96 percent of the respondents were single
- 4 percent of the respondents were married

- 32 percent reported full-time employment
- 39 percent reported part-time employment
- 29 percent reported unemployment
- 19 percent were taking special job training
- 73 percent were attending college
- 1 percent was in the Armed Forces.

Reported employment of Seminar alumni was categorized and ranked according to the following areas of related work:

- construction (i.e., labor, roofer, apprentice electrician, surveying)
- education (i.e., ski instructor, teacher aide, college library aide)
- office services (i.e., bookkeeper, teller, secretary)
- transportation (i.e., bus driver, mechanic)
- gardening and landscaping
- grocery clerk
- health services (i.e., orderly, receptionist)
- personal services (i.e., waitress)
- retail sales
- fine and graphic arts
- manufacturing
- assistant to selected professional (i.e., an oceanographer)

Among Seminar alumni attending college, twelve reported attending college outside of Colorado. These colleges were scattered from Pennsylvania to Tokyo and from Canada to Mexico. Within Colorado, respondents reported attending (in rank order):

- University of Colorado
- Metro State College
- Colorado College
- University of Northern Colorado
- Colorado Mountain College
- Colorado State University
- Community College of Denver
- University of Denver.

Alumni Appraisal

In response to the inquiry, *What specific aspect of your high school career do you believe to have been most helpful to you?* three of four respondents listed Senior Seminar.

In answer to the following structured probe, a majority of the respondents believed Senior Seminar to be helpful regarding six of the eight items. Senior Seminar was deemed helpful to four of ten respondents in selecting a career and in becoming employable. Results are summarized in Table VI.

TABLE VI

SEMINAR ALUMNI APPRAISAL

The Senior Seminar Program had many objectives. As a young adult, looking at your present status and thinking back about Senior Seminar, did it help you to:

	No Opinion	No	Yes, Some	Yes, A Great Deal
better understand yourself	1%	3%	17%	79%
make friends	3	4	25	68
better understand our society	3	5	14	78
value education	4	4	27	65
develop useful skills	1	10	53	36
continue your education	5	12	46	37
select a career	13	38	35	14
become employable	13	46	32	9

Additional Seminar Alumni Appraisal

In response to the statement, *As you recall the Senior Seminar Program at East, what were its greatest strengths?* A categorization and summary of replies revealed:

- the value of experiences and special opportunities not provided in regular classrooms
- the understanding of the need for cohesiveness and the recognition of interdependence among group members
- the quality of teacher-student relationships
- the recognition of the need to be more self-reliant and to call upon one's own personal strengths
- the informality and independence afforded during the Senior Seminar.

In addition, *As you recall the Senior Seminar Program at East, what were its greatest weaknesses?* A summary of replies revealed:

- the need to improve organizational factors, such as timing, communications, preparing for each module, and the like
- the need for more positive discipline, some students took advantage of the Seminar and some interpersonal difficulties did occur
- the equipment and facilities could be improved
- the need to better integrate and intensify academic content.

Atypical or isolated comments were not included in this survey. They, and the verbatim responses, are on file in the Office of Planning and Research.

COST ASSESSMENT

The general fund budget adopted for 1973 provided for the support of Senior Seminar activities. A summary of expenditures for the 1973 Senior Seminar follows:

Category		Expenditure
Salaries		$11,124
Additional Teacher	$5,902	
Extra Pay - Seminar Teachers	4,800	
Part-time clerical personnel	422	
Supplies and other expenses		6,439
Net District Expenditures		$17,563
Net Additional Cost Per Student		$154

Other costs in addition to the current operating costs should be allocated to the program and used to determine a gross cost. These, in the instance of the East High School Seminar, have been supported largely external to the general fund budget of the District.

Category		
Net District Expenditure		$17,563
East High School Revenues and Expenditures:		
Marathon Race (to subsidize out-of-town module subsistence costs for participants in need)		1,465
Kiwanis contribution		250
Miscellaneous		179
Amortization, ten-year span, of buses (purchased in part by Kettering Foundation Fund and East High School Funds)		2,352
Bus No. 327	$600	
Bus No. 339	826	
Bus No. 340	826	
Accident Insurance for Staff and Students		615
Gross Seminar Expenditures		$22,174
Gross per Pupil Cost		$195

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These are costs over and above the costs incurred in providing for the typical high school program. Subsistence costs paid by participating students were not included as they persist irrespective of the Seminar. However, subsidy subsistence funds were included as they are, in effect, a cost of the program.

The out-of-town modules absorb a significant proportion of the additional costs of the Senior Seminar. The Office of the Treasurer at East High School provided the following listing of expenditures associated with the modules. It should be noted that these have been included in the preceding cost calculations:

Expenditures

Insurance		$ 615.00
Books, films, etc.		338.19
Reports purchased (University of Colorado)		70.00
Medical supplies		180.39
Equipment		865.93
Instructors and speakers		235.00
Service and food for guides		647.00
Cruise on shore and floating lab - San Diego		215.00
Mexico (gas and food)	$2,199.00	
Chicago	380.62	
Navajo	2,289.55	
San Diego	865.00	
Chicano	566.25	
River	519.08	

ACHIEVEMENT ASSESSMENT

The evaluation design proposed comparing the test results from the Stanford High School Achievement Battery between Seminar students and the control group of senior students. This was abandoned for the following reasons:

- test data in the Office of Testing and Pupil Records were available for only five percent of the Seminar participants and for fifty-seven percent of the identified control group students
- most Seminar students were participating in an out-of-town module at the time the tests routinely were administered
- the Stanford High School Achievement Battery measures achievement developed over many years of education. Such data collected at the mid point of a one-semester program were deemed, in retrospect, not to be significant to this evaluation.

STUDENT RETENTION ASSESSMENT

In part, the development of the Senior Seminar Program at East High School was an effort to provide more relevant and more comprehensive programs of educational offerings. It was assumed that such efforts would increase interest, motivation, and success behaviors among students attending East High School. This, in effect, would improve the quality of education and reduce the dropout rate which had been steadily climbing. Table 7 summarizes the annual dropout rate of East High School for the school years 1965-1966 through 1972-1973.

TABLE VII

EAST HIGH SCHOOL ANNUAL DROPOUT RATES

School Year	Annual Droput Rate	
1965-1966	16.9%	
1966-1967	18.9	
1967-1968	18.8	
1968-1969	23.7	
1969-1970	18.9 ◄	Senior Seminar Program Began
1970-1971	19.5	
1971-1972	17.5	
1972-1973	13.3	

Apparently, the annual dropout rate has been reduced since the inception of the Senior Seminar Program. This is a correlative relationship as the cause and effect factors have not been documented. It is quite possible that other activities at East High School, along with the Senior Seminar, have functioned in concert to influence the dropout rates.

Changes in dropout rates among seniors, per se, are not clearly evident.

TABLE VIII

EAST HIGH SCHOOL
ANNUAL DROPOUT RATES
STUDENTS CLASSIFIED IN GRADE 12

School Year	Number of Dropouts	Annual Dropout Rate	
1967-1968	178	21.0%	
1968-1969	274	31.5	
1969-1970	203	23.7 ◄	Senior Seminar Program Began
1970-1971	265	29.3	
1971-1972	153	21.4	
1972-1973	173	24.0	

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PART II

NARRATIVE SUMMARY OF SENIOR SEMINAR LEARNING MODULES

This section of the report was compiled from East High School Senior Seminar staff reports and student journals by Dr. Stanley Ratliff, University of Colorado. The following Seminar staff members assisted, drafted the staff reports, made on-the-scene evaluation, and provided the substance for this part of the evaluation:

James W. Bloomfield, teacher
Anne R. Durrance, teacher
Wayne D. Eckerling, teacher
Reola P. Slifko, teacher
Emil B. Ziegler, teacher-director
Nancy George, student teacher
June Malloy, student teacher
Tom Robinson, student teacher
Joe Shorthill, student teacher
Mary Wilpers, student teacher

COOPERATING AGENCIES

Denver Public Schools
East High School
Colorado Outward Bound
University of Colorado, School of Education

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NARRATIVE SUMMARY OF

SENIOR SEMINAR LEARNING MODULES

The sixteen learning modules which comprise the Senior Seminar are summarized in the following section. The format of the discussion pertaining to each module includes:

- overview of the module, including comments from student journals
- descriptions of separate learning activities with each module, and additional comments related to
  - logistical requirements
  - student reaction
  - suggested modifications.

Previous evaluation had revealed criticism of the academic content of some of the learning modules. Therefore, the academic dimension of Seminar '73 received special emphasis. As each staff member developed the learning activities that comprised each module, there was an effort to integrate a strong academic component. The river expeditions emphasized geology, anthropology, history, art, ecology, and paleontology. The Mexico module emphasized learning a second language, a second culture, the ocean, the desert. The San Diego Marine Biology module had as its emphasis the examination of this important and expanding field of science.

The Indian Literature module speaks for itself as does the Creative Writing module. The very nature of the learning experiences designed by the staff demonstrate their felt need for academic emphasis in the experiential setting - to grasp the meaning of how even reading a book can be experiential, one needs only to listen to the student reading orally from a book of Indian poetry while sitting around a campfire in the Grand Canyon at dusk.

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MEXICO OUTWARD BOUND MODULE

The Mexico module, because of its strong impact on students and staff, has proven to be a most effective way of starting Seminar. The experience forces students and teachers to confront and solve personal conflicts, to discover personal strengths and weaknesses, and, probably most important, it provides success for those accustomed to failure. The module was planned so that each patrol group was separated from the others, thus allowing the group-building process to move forward without too much external interference.

Experiences consisted of a long bus ride from Denver to Mexico, a live-in with a Mexican family, a marine biology session on the beach of the Sea of Cortez, backpacking, a peak climb, a visit to an isolated Seri Indian village called Desemboque, initiative tests, first aid lessons, solo, and a stop at the bordertown of Nogales, Mexico.

The Mexico module was a success in every respect. As one student put it- "We all had our ups and downs, and feelings of pain and frustration, but everyone else kept you from turning back. And after a hard day's work, sitting down to a warm fire and exchanging smiles always gave me satisfaction and a good happy feeling inside."

Excerpts from student journals:

> "I came to know the goals of other people who are quite different from me and therefore came to understand them better."
>
> "Our group being together on everything is really what helped us climb the mountain, cross the estuary, and hike across the desert."
>
> "We shared a lot and went through a lot together and it made us all close friends."
>
> "I learned to say 'I can' and, I can!"
>
> "The live-in with a Mexican family helped reinforce the idea that there is still hope for mankind."
>
> "How does one explain a sunset. Don't explain. Just see and feel the beauty of God each time the sun goes down."

<u>Learning Activities</u> -

"Bus Ride to Mexico"

This type of learning activity, some would just as soon forget. It was a marathon ride, with students and staff riding together. The value was in beginning to build group cohesiveness.

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. Logistics

Packing gear - unpacking gear, arranging for a place for the students to sleep, food, rest stops - are all a part of the logistics of moving a bus load of students a long distance.

. Student Reaction

When are we ever going to get there?

. Modification

Charter an airline flight to Hermosillo, Mexico, if money becomes available.

"Hermosillo Live-in"

Each student was assigned to live with a Mexican family for three days. Some families were wealthy, some poor - most of average means. The students became members of the families; they went to school, attended parties, played ball, ate meals, talked, and in general, were introduced to a new culture. The stereotype of the Mexican being poor and lazy, living in an underdeveloped country, was soon dispelled. They found Hermosillo to be a medium-sized, modern city with families which were warm and loving.

. Logistics

Arrangements for the live-ins were made by the staff in Denver through a contact person in Hermosillo. Time utilized for the activity was three days. Much more actual planning time went into setting up the experience for the students.

. Student Reaction

Fantastic! Excellent! Overwhelming! Absolutely Positive! "The best experience of my life!" Students gained an awareness of another culture, new outlook on their own lives as they compared life styles, appreciation for another language.

. Modification

Encourage more students, while in Denver, to study conversational Spanish.

"Marine Biology"

Two instructors, knowledgeable in marine biology explained the intertidal areas on a beach site on the Sea of Cortez. They emphasized the

flora and fauna of the area and pointed out the adaptive features of the organisms that live there. The students then hiked through the sand bars, sand dunes,sandy and rocky beaches for a 'hands on' inspection of the lagoon area. Clam and oyster digging and the crab catching ended an eventful day.

. Logistics

Site was pre-determined by staff. Time utilized on activity was one day.

. Student Reaction

Very positive. For many students this was their first time to see the ocean and beach. Most were amazed at the tremendous variety of life forms they found.

"Backpacking-Hiking"

Students hiked with backpacks containing things they needed for the trip. Backpacking through the Sonora desert, along the coastal beach and to the mountains provided many challenges in stamina, will power, and patience, and in putting group needs before self! Hikes were punctuated by rest stops and study stops (desert and beach ecology). At times the students' only knowledge of their direction was from a compass bearing; this experience makes knowledge of compass reading very important!

. Logistics

Needed equipment had to be repaired or purchased in Denver. Checks on student equipment were made by the staff. Maps, water drops, rendezvous, etc. were all a part of a technically complicated logistic effort for the backpacking experiences. Time utilized for hiking was five days.

. Student Reaction

"Well I did it!" was a typical reaction of students. Many of the students had never worn a pack but as they gained experience they actually looked forward to being on the trail each day. The uncertainty while on a compass bearing and consequetnly reliance on others as well as self was a maturing experience.

. Modification

Maps of area need to be improved with each staff having an opportunity to go over maps prior to going into the field with the patrol. Since most hiking is done in

the desert, water consciousness among students needs greater emphasis, also water storage drops should be more precisely identified.

"Peak Climb"

Students spent a day climbing a rugged peak called The Pope. After negotiating steep gullies and ridges they set up a campsite near the summit and remained overnight.

. Logistics

Each group of students had to carry their own water and food up the mountain since they would be staying overnight near the summit. Time utilized was two and one-half days.

. Student Reaction

Very positive. A real self-confidence builder for many with a superb view from the summit as their reward.

. Modification

Better maps needed; more precise route preparation for instructors and more water should be provided.

"Technical Rock Climbing"

Three experienced Outward Bound Climbing instructors conducted a clinic for the students on the basics of technical rock-climbing. This included knots for climbing ropes, commands while climbing, belaying techniques, rappelling and rock safety. Rock climbing is an individual challenge which a student can conquer.

. Logistics

Climbing ropes, helmets and other climbing hardware were carried to the site by the students. Climbing experts were on site and very helpful.

. Student Reaction

Very positive - excellent. Although some had difficulty and others experienced fear, when the experience was over there was a strong feeling of enthusiasm and self-confidence. Many felt they personally had accomplished something.

"Desemboque

A visit to an isolated Seri Indian village. Students were able to relax and explore the small (population 100) town. The shacks, garbage, and general disarray were a shock to some students. Watching the native artists create iron wood carvings of dolphins, manta-rays, and sea turtles made the visit a memorable one.

. Logistics

Shuttle service in vehicles was arranged for the students when the Desemboque stay was over. Time utilized for the visit was one and one-half days.

. Student Reaction

After the long treks through the desert, any isolated spot of civilization would be well received as was Desemboque. However, they were amazed at the impoverished conditions under which the people live. The tin shacks and lack of food or clothing impressed many of the students.

"Initiative Tests"

Group building exercises - e.g. all members of a group had to jump rope together. All members had to fit into a progressively smaller circle.

. Logistics

Jump ropes

. Student Reaction

Negative

. Modification

Initiative tests should be moved back in the module to Denver.

"First Aid"

First aid lessons with emphasis on desert survival were conducted by a resource person. Specialized first aid concepts needed in mountain climbing, rock climbing and backpacking were reviewed.

. Logistics

First aide equipment for demonstrations. A live scorpion, if available, stimulates interest.

. Student Reaction

Negative

. Modification

Timing for first aid is important. Best offered before leaving Denver.

"Solo"

Students spent three days and three nights alone along the beach of the Sea of Cortez. Students took sleeping bags, clothes and their journals to write in. No food - only water was provided for them. The purpose of the solo was to provide an uninterrupted time for a student to come to grips with himself - a time for self-analysis, for self-renewal.

. Logistics

Staff member attempted to select sites that would not allow a student to see or hear another student on solo.

. Student Reaction

Reaction varied. Due to lack of space many students could see and/or hear each other. This along with a true reluctance on the part of some students caused them to break solo. However, the students who did an honest solo loved it and regarded completion of it as a significant accomplishment.

. Modification

Students should be placed on solo sites much further apart.

"Visit to a Bordertown"

This visit provided an opportunity for students to go shopping and to tour the town of Nogales, Mexico. This was deemed to be an effective activity to complement the live-in experience with a Mexican family.

URBAN DESIGN

Urban design was an in-city module planned to help make students more aware of the effects of architecture on their life styles. The extent to which architecture actually predetermines the activities of people and influences their lives was emphasized in the module. A unique aspect of the module was that each small group of two or three students went into the field armed with a Polaroid camera. Part of each group's assignment in the module was to photograph the architecture of the city and through the photographs emphasize the influence architecture has on the inhabitants. An example was made, using photographs, of how architecture affects crime in a city, how it affects art, human values, and economics.

Excerpts from student journals:

"The feeling I got was it made me want to get really involved with design."

"I learned the most about the mansions, the time they were built and the people who lived in them."

"We saw how we could, with the little we know, plan for the betterment of a small part of the community."

"By going to Larimer Street (skid-row) I got a lot out of where people go when other people don't need them any longer."

"I felt I learned a lot about the city and how it works."

"The playground designing was fun and I learned that planning isn't as easy as it seems."

Learning Activities -

"Orientation to the Module"

Students were brought together for an informal orientation at a staff member's home. There was a general discussion of the purposes of the module with ample time for student feedback.

- Logistics

  Staff member utilized her home, bought refreshments for students. Time utilized for the activity was two hours.

- Student Reaction

  Student reaction was good. They had an opportunity to review the entire module and make suggestions for change. Value of the meeting was enhanced by immediate positive action being taken on a number of student suggestions.

. Modification

Select students for the module earlier in order to encourage even more student input.

"Visit to the Galaxie Nursing Home"

Students toured the home and visited with the elderly people. They learned first-hand how insensitive the urban environment often is to this age group of people.

. Logistics

Staff member contacted the director of the nursing home and arranged for visit.

. Student Reaction

Surprisingly positive. Some of the most difficult students were able to relate as gentle, kind human beings to the elderly people.

. Modification

A more thorough debriefing session would have improved the experience.

"Transportation"

An experience designed to help students become aware of how public transportation design limits life style was conducted. Students were taken to various parts of the city and released. They then had to use their own initiative in finding public transportation back to a common point. Students were not permitted to hitchhike. The experience helped make the students more aware of the public transportation problems of Denver.

. Logistics

Bus route maps were secured from the Denver Metro Transit and distributed to the students. Time utilized for the activity was three hours.

. Modification

Take more time, release students in more remote areas of the city.

"Speaker at the University of Colorado Engineering Center"

Students visited the engineering center at the University of Colorado in Boulder to hear a professor explain his research in his special lighting laboratory. He demonstrated how various types of light influence perception. His emphasis was on the effects of lighting on crime at the University of Colorado campus.

. Logistics

Staff member contacted the professor in Boulder and arranged for visit. It was also necessary to arrange for the bus transportation to Boulder. Time utilized for the activity was two hours.

. Student Reaction

Amazement - at the effect lighting has on perception.

"Visit and Presentation in Denver City Planning Office"

Two members of the planning office staff explained the work and concerns of the Denver office. Students were shown a variety of maps and charts designed to project the future growth of Denver including the master plan, urban renewal and sources of financial support for city's growth. A lively question and answer session followed the presentation.

. Logistics

Staff member contacted the City Planning Office in Denver and arranged the visit. Time utilized for the visit was two hours.

. Student Reaction

Varied. However most students seemed interested as evidenced by the excellent questions asked of the planners. Students were also surprised at the bureaucracy involved in planning.

. Modification

Have representatives of other agencies with an interest in city planning present to get other viewpoints.

"Visit to Coors Industries in Golden, Colorado"

Students visited the industrial plant as one of the major industries of the metropolitan Denver area. The purpose of the visit was to make students more aware of the impact of industry on urban life styles. Two films showing the growth of the Denver area were also shown.

. Logistics

Staff member contacted the Visitors' Center at Coors in Golden.

. Student Reaction

Varied. The two films on the history of the area were interesting to the students.

"Visit to Salvation Army Center:

At dinner time the students visited the Salvation Army Guiding Light Center on Larimer Street in Denver. There they went through the same process that a less fortunate person goes through when he asks the Salvation Army for a free meal. Students sang hymns, ate the food and conversed with typical patrons. They gained first hand experience in talking and eating with the people of different circumstances.

. Logistics

Staff member contacted the Salvation Army office and arranged the visit. Time utilized for the program was one and one-half hour.

. Student Reaction

Shock and amazement. Some students were shocked by the physical condition of the men - others depressed at their life styles. Still others were critical of the food - but they <u>all</u> agreed it was an enlightening experience.

POWER AND POLITICS

The purpose of the module was to introduce students to political power in the United States. A corollary goal was to help them understand, through a series of carefully planned experiences, that the wise use of power of individuals, interest groups, or legislative bodies depends on a critical evaluation by the public.

The module was organized to deal with power in three dimensions (1) the individual (2) the special interest group and (3) society as a whole. Each learning activity was preceeded by a set of questions designed to help the student understand the basic concepts involved. Following each activity, discussions focusing on the topic of the day were held. Also, each student was assigned a novel dealing with political power. Discussions of the books were conducted at the end of the module.

Excerpts from student journals:

> "I learned how important it is to become involved in a group in order to put power to work."
>
> "The army officer that talked about the Selling of the Pentagon really depressed me because he wouldn't answer questions."
>
> "I would like to have spent a whole day in the legislative committees and being able to comment on issues."
>
> "I enjoyed finding the different unions' and interest groups' ideas so that I could have enough information to speak about it in front of a high school class."
>
> "It not only gave us a pretty honest view of the power structure in our country, but gave us an idea of where we stood in that system."
>
> "Although the legislature was boring at times, I now know more about how we are represented and what we can do to influence them."

Learning Activities

"Simulation Game - Starpower"

The game involves students in being politically powerful and powerless in a setting similar to the United States today. Students' reactions to the game are related to real life political situations. Emphasis is placed on power and how it may corrupt the individual.

. Logistics

Staff member secured games and reserved room for students. Time utilized for the activity was three hours.

. Student Reaction

Students became engrossed in the game. An enthusiastic discussion was held following the game.

"Simulation Game - Democracy"

The game allows students to become involved in the democratic process with emphasis on the need for compromise among legislators. Each player is given areas of concern and a certain constituency to represent as a legislator. Players are involved in compromise through attempting to gain support from other players for their areas of concern.

. Logistics

Staff member obtained the game and learned it well enough to lead activities. They reserved a room for the students. Time utilized for the game was two and one-half hours.

. Student Reaction

Students were enthusiastic in their response to the game. Simulation appears to be an effective means of introducing a module.

"The Individual"

There are conflicts between voiced ideology and one's actions. Resource person conducted a series of exercises to demonstrate the problems individuals encounter as they deal with power in our society. Most dramatic activity occurred during a discussion of private property, individualism and civil disobedience. The resource person pulled a goldfish out of a bowl he had concealed in a paper bag, and threw it on the floor. Student reaction was immediate, but he pushed the 'life savers' back by saying the fish was his private property and he could do with it as he pleased! A dramatic lesson in the conflict between individual rights and society's needs.

. Logistics

Staff member arranged for resource person and place to meet. Time utilized for the activity was two and one-half hours.

. Student Reaction

The following reaction was taken from a student's evaluation form. "Bob Clifton (the resource person) was really great and everyone, I think, got into what he was trying to say about individual power and involvement."

"The Lobbyist and His Role in Power and Politics"

A lobbyist in the Colorado Legislature employed by a savings and loan company spoke to the group on the need for lobbyists, their power and explained the concept of lobbying in general. The setting was the State Capitol Building. After the question and answer session the students visited legislative committee meetings and watched lobbyists in action.

. Logistics

A staff member contacted the resource person and arranged for a meeting place at the Capitol Building. Time spent on the activity was two and one-half hours.

. Student Reaction

While it was agreed that understanding the role of the lobbyist is important, the students did not react well to the speaker.

. Modification

Obtain services of a more dynamic lobbyist who enjoys working with an inquisitive group of high school students.

"Visit Power Groups in the Country"

Students chose their own special interest groups to visit. They were asked to find out the goals of the organizations, their successes, failures, financial backing, community support and other relevant information. Students spent one-half day arranging their visits, one-half day visiting each group, and one-half day planning discussions which they would be leading on power groups.

. Logistics

A list of possible special interest groups was prepared for the students by a staff member. Time utilized for the activity was one and one-half days.

. Student Reaction

Students were surprised at the cool reception they received, especially from the more controversial interest groups, and at the same time frustrated by the difficulty in communicating what they wanted to do, with whom and when they wanted to do it.

. Modification

More discussion with students prior to their visits with power groups as to why power groups exist. Lengthen time allowed for students to interview representatives of power groups.

"Oral Presentations"

These were made by students on their power-group interviews. Students who visited the same power group formed a panel to make presentation on the power group they visited. Social Studies teachers at East High and several other high schools were contacted for permission to allow the panels to make their presentations to the teachers' classes.

. Logistics

Staff members made contacts with teachers at East and other high schools whom they thought would be receptive to having the panels as guest speakers. Time utilized for the activity was two and one-half hours.

. Student Reaction

Very positive. The experience of making an oral presentation to a class in another school was especially significant. Other students were surprised at the ignorance, lack of concern and prejudice evidenced by some classes they spoke to.

. Modification

Students rather than staff members should be held responsible to find a teacher who will accept them as guest speakers. All students should be encouraged to venture to schools other than East High to make their contacts and presentation.

"Special Interest Groups"

A resource person, Maria Serna, of the recently formed La Raza Unida political party was invited to speak to the students. She compared the difficulties in establishing a power base for a third party representing Chicanos in Colorado. A comparision of La Raza Unida with the two major parties in the country was made.

. Logistics

A contact was made with the La Raza Unida Party office by a staff member and arrangements for a room were made. Time utilized for the activity was one hour.

. Student Reaction

Reaction was varied among the students - some feeling that La Raza Unida Party was wrong in its narrow concern for only one segment of our society. Others felt that they learned a great deal about Chicano problems and still others were interested in how a third party is formed and begins to form a power base.

. Modification

Instead of asking for only one resource person, an attempt should be made to have a panel of speakers. This would avail the students of a variety of viewpoints which is especially important when speakers are from controversial groups. Having more than one speaker would also provide for small discussion groups.

"The Forming and Functioning of an Organization"

Joe Nold, Director of the Colorado Outward Bound School, conducted a workshop for the students on the basic concepts of organizations. Included in his presentation were the need for formulating an organization, finding interested people and finances to keep it going. The rationale for forming an organization is the same whether it is a student group in a high school or a Chicano group forming a third political party, i.e., some task or problem exists and it will take an organized effort of a group of people to get the job done.

. Logistics

A staff member contacted the resource person and made room arrangements. Time utilized for the activity was two and one-half hours.

. Student Reaction

Student reaction varied with some students getting a lot out of the experience and others feeling it was too long and academic.

. Modifications

Gear workshop to the level of experience of the students with less emphasis on the theoretical aspects of organizations.

"Accompanying Legislators"

Students, in groups of three, selected one legislator to follow for two and one-half days. Students sat in the legislative chambers, attended committee meetings and witnessed the work of lobbyists. Since only a limited number of students could participate in this activity, one of their responsibilities was to share their experiences with other students.

. Logistics

Students carried responsibilities for contacting legislators and arranging to spend two and one-half days with them.

. Student Reaction

Students generally expressed surprise in learning how the legislative branch of the state functions. Reaction was not as positive as had been anticipated.

. Modifications

Only students who indicate genuine interest should be selected to participate in this activity. This is important because success of the experience depends so much upon student initiative.

"Visits to News Media"

Students spent two and one-half days accompanying newspaper reporters, television reporters and radio station reporters. Students were exposed to all aspects of news reporting from when the news is happening to when it is reported to the public. Since the number of reporters who were willing to work with the students was limited, not all students were able to participate. Those who did accompany the reporters reported to the rest of the students on their activities. Small group discussions focusing on the influence of the news media were held.

. Logistics

Staff members contacted reporters and news directors who arranged for the student observers.

. Student Reaction

Reaction was excellent. The students who participated eagerly accepted the role of reporters in sharing information and experiences with other students. The difficulty of maintaining objectivity in reporting came as a surprise to many students.

. Modification

The experience could be improved by examining some of the problems reporters face before the students begin working with them.

"Novel Relating to Power and Politics"

Students were given a choice of reading and discussing one of the following books: All the Kings Men, Lord of the Flies, Lord of the Rings or 1984. During the discussion of the books students were asked to point out the parts that related to power and politics.

. Logistics

Staff members selected the books, ordered paperback additions and collected money from the students. In addition, space for discussions of the books were arranged for by staff. The books were read over a period of two weeks, and discussions of each book were completed in two and one-half hours.

. Student Reaction

With the exception of the students who did not finish their books, the response was excellent. Students readily engaged in discussion of the power and political dimension of the books they read.

. Modifications

In order to lessen the possibility of students not finishing their book on time, either utilize shorter books or allow more time for reading. More time should be allowed for discussion groups.

"Animated Cartoon"

Hangman was shown the students. The point of the cartoon is that unless individuals become involved in the political process, their security and freedom is threatened. The discussion that followed focused on the theme of the cartoon.

. Logistics

Staff member rented film, obtained projector and screen and arranged for a place to show the film and conduct the discussion. Time utilized was one hour including the eleven minute film and discussion.

. Student Reaction

Students showed a great deal of interest in the film. They demonstrated their interest in the discussion which emphasized the relationship between the film and our society.

"Film, Selling of the Pentagon and a Rebuttal by Col. Stannard, United States Army"

In order to provide the students with a balanced viewpoint of the film, a speaker critiqued it after it was shown. Following the critique there was a discussion session with the colonel.

. Logistics

Staff member obtained the film and arranged for the resource person to talk with the students. Time utilized for the activity was two hours.

. Student Reaction

Students were intensely interested in the film and tended to believe what they saw rather than what the colonel had to say.

. Modification

In order to encourage more participation in the discussion of the concepts in the film, two resource people might be invited and smaller groups formed.

CHICAGO MODULE

The Chicago module, emphasis on the Black Culture, provided the students with an opportunity for both personal growth and intellectual understanding. The students learned to cooperate with each other in a difficult living situation as well as to face their own fears of being in a strange place. For many White students, this was their first experience of living in an all Black area; they learned how it is to live as a minority person. For Black students, the large Black community provided numerous new cultural experiences. Students visited many different parts of Chicago, as well as the Black area of the city. Students were asked to read articles reflecting both the positive and negative aspects of living in large cities. At the end of the module, students were asked to write a paper contrasting the positive and negative aspects of the city.

Excerpts from student journals:

"I liked Third World publications because they told more about our culture and who and what Black people are and what they are all about."

"I entered situations and conditions that everyone should face in life at least once."

"I noticed most of the people here are trying to leave. I wonder what their reasons are."

"The visit to the Malcom X Junior College helped me to understand some differences between Black and White education."

"I've learned more about Black and people and what Black really is."

"I got a chance to see things from a different point of view."

Learning Activities:

"Speaker - Afro-American Patrolman's League"

Resource person from Black patrolman's organization spoke to the group and explained the status of police and community relations in Chicago.

- Logistics

  Staff member called League office and arranged for speaker. Time utilized for the activity was two hours.

- Student Reaction

  Good. Students were interested in learning more about the police.

"Visit with an Alderman of the City of Chicago"

The city official discussed his own impressions of Chicago. He also explained how the political system works in Chicago.

. Logistics

Staff contacted a friend of the Alderman who arranged the visit. Time utilized was three hours.

. Student Reaction

Highly enthusiastic. Students were spellbound for the entire session.

. Modification

Add a tour of the Alderman's ward - which the Alderman would lead. This would add a dimension of realism to the Alderman's presentation.

"Visit to the Art Institute of Chicago and Downtown Chicago"

Students visited the art museum; toured the downtown area.

. Logistics

Time utilized for the activity was four hours.

. Student Reaction

Excellent. Students finished the activity with more insight into the city, its people, its shops, streets and the like.

. Modification

Give students a list of specific things to be looking for while touring the downtown area.

"Attended Chicago City Council Meeting "

Purpose of attending the meeting was to afford the students an opportunity to better understand the government of Chicago.

. Logistics

Staff member arranged for students to attend the meeting. Time utilized for the activity was three hours.

. Student Reaction

Interested. Students were, however, disappointed by the lack of citizen participation in the meeting.

. Modification

Prior to attending meeting, arrange to have a speaker explain the city government.

"Visit with Executive Director of the Chicago Urban League"

Mr. Compton explained employment, housing, and other problems of Blacks in Chicago.

. Logistics

Staff member contacted Black church official who set up meeting with League official. Time utilized for the activity was two hours.

. Student Reaction

Excellent. Students were provided the opportunity to learn about the government of Chicago.

"Visit to Museum of Science and Industry"

Students visited one of the most famous museum in the mid-west.

. Logistics

Time utilized for the activity was five hours.

. Student Reaction

Positive. Students were enthusiastic about the museum - they learned a great deal and were impressed with the museum as a cultural center.

"Riding Public Transportation"

Students rode buses and subways in the city. No directions were given the students as to how to get about - they had to learn for themselves.

. Logistics

Time utilized for the activity was two and one-half hours.

. Student Reaction

Excellent. Most students were impressed with the ease of getting around on mass transportation in Chicago. They also felt successful in being able to get around in the city.

. Modification

Set specific destination (not routes) for the students to reach.

"Visit to Renoir Exhibit - Art Institute of Chicago"

Students had opportunity to view a special exhibit of Renoir's work.

. Logistics

Time utilized for the activity was three hours.

. Student Reaction

Good. Students were deeply impressed with the art as well as with the cultural opportunities in Chicago.

"Visit to Kenwood High School"

Students spent the morning visiting an integrated middle class Chicago high school in Hyde Park.

. Logistics

Church official contacted the high school and the visit was arranged. Time utilized on the activity was four hours.

. Student Reaction

Good. A fine example of a middle class school.

. Modification

Try to arrange for one Kenwood High School student as an escort for each East High School student.

"Visit to the Third World Publishing Company"

Students toured this publishing company and talked to staff members about Black culture and heritage.

. Logistics

Staff member contacted publishing company and arranged visit. Time utilized for the activity was three hours.

"Visit to Operation PUSH"

Students heard Reverend Jesse Jackson tell of this new organization; it is a combination of spiritual inspiration and radical politics. Reverend Jackson made a moving speech to the group.

. Logistics

Staff member contacted the Operation PUSH office and arranged visit. Time utilized for the activity was four hours.

. Student Reaction

Excellent. Students were impressed with the need and opportunity for political involvement in Chicago.

"Visit to Dunbar Vocational High School"

Students were divided into groups of from three to four and spent the day at the school.

. Logistics

Church official made contact with high school and arranged for visit. Time utilized for the activity was six hours.

. Student Reaction

Excellent. Students gained a new dimension of learning about the city by talking to the Dunbar students.

. Modification

Have one East High School student with one Dunbar High School student.

"Visit to Johnson Publishing Company"

Students talked with Mr. Johnson about the influence of magazines on the Black movement.

. Logistics

Church official arranged visit. Time utilized for the activity was two hours.

. Student Reaction

Excellent. Students came away with an improved awareness of Black culture in Chicago and a better appreciation of Black magazines.

. Student Reaction

Good. Some students returned later to learn more.

"Tour of Malcom X College"

Students spent the morning visiting college for Blacks. The emphasis at the college is to educate Black youth in the study of Black culture.

. Logistics

Staff member called college and arranged visit.

. Student Reaction

Good. Students learned about the cultural activities available in the city.

. Modification

Provide means for getting students involved. Less of the tourist-type visit.

"Visit to Shedd Aquarium:

Students spent morning observing the many different species of sea life.

. Logistics
Time utilized for the activity was two hours.

. Student Reaction

Good. Students were interested in the aquatic life.

"Visit to Old Town Chicago"

Students toured Chicago's famous entertainment area.

Logistics

Time utilized for the activity was three hours.

. Student Reaction

Excellent. Students learned more about the cultural potential of the city.

URBAN ARTS

The module was designed to focus on two themes: Art and materials - dealing with the artist and the materials. The second theme was art as communication.

In the Art and Materials phase, the students visited with artists and heard them tell of their work. They also visited art exhibits and art museums; experimented with elements of design, and toured the Colorado Clay Company. Time was scheduled for students to work on their own art projects.

In Art as Communication, time was spent with an art professor, a map maker, and a mime artist (art of silent communication). A film was shown concerning the scientific aspects of perceiving art. The final activity was a visit to the Fort Logan Mental Health Clinic where art therapy is being utilized.

The module was well received by the students, but fewer activities would have allowed for more discussion and student planning.

Excerpts from student journals:

"Doing some different kind of art was what I liked."

"Contour drawings and drawing each other's faces were valuable experiences for me."

"I would like to have seen more Black art and heard from Black artists about their work."

"I liked the map maker, Mr. Shelton."

"When we went to Boulder to watch the potter and hear talk about her work, was good."

"I saw and learned a lot at the art museum in Denver. How can you not - if you open up enough to wonder and question why?"

"I learned that communication can be carried on in more ways than just verbally - face gestures, body movements, paintings, sculptures, occupations. Actually every thing communicates, tells you something."

Learning Activities

"Visit Home of Famous Potter"

The potter explained the three types of kilns she uses, the steps in making pottery, her life as a potter, and her throwing wheel. The students were free to roam about her studio and showroom.

. Logistics

Staff member set up visit well in advance. Time utilized was two and one-half hours.

. Student Reaction

Very positive. Many questions were asked about the techniques of creating ceramics.

. Modification

Follow up with biographies of famous artists.

"Visit and Slide Presentation by a Successful Artist"

An artist and art professor at a local college gave an excellent slide presentation of her work and showed her growth as an artist. She explained the meaning of each painting and the process by which she does her work.

. Logistics

Staff member contacted artist. Time utilized was two hours.

. Student Reaction

Good. Although two hours was probably too long and some students grew weary.

. Modification

Avoid having two resource persons in one day. (This artist was the second in the day.)

"Film 'Why Man Creates' "

Students viewed the collage-cartoon film about the history and reasons for man's artistic needs and experiences.

. Logistics

Staff member procured film, projector and screen.

. Student Reaction

Very positive

"Visit to Denver Art Exhibit"

Students visited the exhibit of bird houses at the United Bank of Denver and entered into a contest for originality. The purpose was to see the infinite forms possible for a single object, to

expand the use of materials, and to experiment with different designs. The goal was that students would feel more free to experiment on their own projects.

. Logistics

Staff member arranged for visit to exhibit.

. Student Reaction

Varied. It was late afternoon so some were ready to leave. Others were intrigued by the exhibit.

. Modification

Continue to watch for current art exhibits going on during module.

"Film'Sense and Perception'"

Students viewed a film on the nature of human senses. The film demonstrated various tools used to measure and research sense perception. In addition, the film demonstrated the abilities of the senses.

. Logistics

Staff member reserved film, screen and projector.

. Student Reaction

Positive. Students generally found it interesting and enjoyable.

"Student Art Project"

Students were exposed to a wide variety of art materials and media as a means of getting them ready to choose their own project to work on. They worked with Macramé, weaving, batiking, silkscreen, microprints, block printing, potato printing, drawing, jewelry and welding. Staff members and students demonstrated the various techniques.

. Logistics

Staff member secured materials, media, and meeting place. Time utilized was three afternoons.

. Student Reaction

Positive. Students were enthusiastic about creating their own art project, in a media new to them.

. Modification

Provide more work time and a better place to meet.

"Design Day"

This presented a block of time to experiment in the elements of design and to enjoy it. Techniques utilized were contour drawings, gesture drawings, movement series, value with pencils, patterns and positive and negative space.

. Logistics

Staff members procured materials and meeting place. Time utilized on the activity was two and one-half hours.

. Student Reaction

Very good. Activity was designed to break the "I can't draw" attitude, and it succeeded.

. Modification

More time. We could have used two days.

"Tour of Colorado Brick Company"

Purpose was to understand the similarity of the ceramic process in industrial use and uses in art.

. Logistics

Staff member contacted the company and arranged for visit.

. Student Reaction

Positive. Students were surprised and fascinated by the operation. They enjoyed walking through the plant and seemed to grasp the parallel between art and industry.

. Modification

More emphasis on the purpose of the visit.

"Tour of the Fabric Section of the Denver Art Museum"

Students observed a section of costumes, quiltwork, batik, weaving, and applique. A museum tour guide explained the various fabrics and answered students' questions.

. Logistics

Staff member contacted the Denver Art Museum and arranged the tour. Time utilized for the activity was one hour.

. Student Reaction

Good. The display was stimulating and students were able to see many different kinds of fabrics.

. Modification

A weaver or an artist using fabrics would be a good follow-up for this experience.

"Resource Person on Symbolism and Expression in Art"

A professor and artist from the University of Denver was the resource person. She had the students express themselves using symbolism, then showed slides to further illustrate the concept.

. Logistics

Staff member contacted the University of Denver Art Department and arranged for resource person. Time utilized was two and one-half hours.

. Student Reaction

Varied. Some were intrigued by her approach to symbolism. Others were turned off.

. Modification

Take smaller groups of students; orient them as to how symbolism fits into module. Seek out minority artists.

"Film 'The Medium and the Massage' "

Students viewed film showing Marshall MacLuhan discussing his concepts of communications media, interpreted with collage. Small group discussions of the film followed.

. Logistics

Staff member procured film, projector and screen. Time utilized was one and one-half hours.

. Student Reaction

Many of the complex communications concepts went over the heads of the students.

. Modification

Preview of film with students by staff members, suggesting certain things for students to be watching for.

"Visit to the Studio of a Famous Map Maker"

Cartographer's maps are used throughout the world in books, in science, and in industry. The map maker spoke to the group about map making and how he felt his particular field of art communicated.

. Logistics

Staff member called cartographer and arranged study tour. Time utilized was two hours.

. Student Reaction

Excellent. Students were very attentive and showed respect for the studio and home of the artist. The members of the group responded so well that they were invited back by this very busy cartographer.

. Modification

Fifty students make a large group. Perhaps, smaller groups would be better.

"A Day With a Mime Artist"

Students were led in a discovery and awareness of mime as gesture, attitude, and expression. All students were involved. The artist is a student of Marcel Marceau and is excellent.

. Logistics

Staff member contacted the artist and arranged for the meeting. The artist was paid $60.00 for the session with the students. Time utilized was one day.

. Student Reaction

Very enthusiastic. Most students had no concept of mime and found it easy, fun and non-threatening.

"Film ' A Fable' "

A film of pantomine by Marcel Marceau. The film tied in with the previous day's visit with the mime artist who is a student of Marceau's.

. Logistics

Staff member booked film from the Denver Public Library and arranged for projector and screen.

. Student Reaction

Good. They enjoyed the follow-up on the visit with the mime artist.

"Visit to the Fort Logan Mental Health Clinic"

Students viewed video tapes of patients involved in dance and art therapy including finger painting analysis. The purpose was to relate art to psychology and medicine. Two staff members at the clinic explained the clinic's program and answered the students' questions.

. Logistics

Staff member contacted the clinic and arranged for the session.

. Student Reaction

Fair. Most were interested in the finger painting analysis. Others not interested at all.

. Modification

Need to emphasize direct relationships of psychology to art. A pre-session with students suggesting things to be looking for would help.

HUMAN LIBERATION MODULE

The Human Liberation or The Edith Bunker Memorial Module was conceived with four goals in mind for the students:

- to introduce students to a variety of philosophies, life styles, and therapies existing in our society
- to engage students in creative mind and body developing exercises
- to expose students to the injustices of self-stereotyping
- to develop communication abilities.

Students were informed that there was no intent that they should adopt one of the philosophies or life styles examined during the module, but rather by examining others' methods of liberation perhaps it would make it easier to begin to answer the question - Who am I?

At the beginning of the module, each student was required to select, read, and later discuss a book on one of the liberation topics included in the module. The discussions of the books were lively primarily due to the fact that students had read different books on the same topics. Also incorporated into the module was socio-drama, communication games, role playing and the construction of a "value collage." Guest speakers provided a substantive portion of this module. Included were:

- a representative from Christian Youth
- two devotees of the Divine Light Mission
- persons representing "Gay" liberation
- a panel from the Gestalt Institute of Denver
- a yogi from the Integral Institute of Yoga in Boulder
- a worker from the Malcolm X Mental Health Center
- a demonstration of Rolfing, a structured form of therapy through massaging
- a spiritualist vegetarian
- a Voodoo Doctor from the Voodoo Temple in Denver
- a person in behalf of Women's Liberation.

In general, the module was highly successful. However, a number of suggestions for improvement was made, such as a more cheerful meeting place. A tighter

schedule with more structured activities would have improved the learning experiences; a Seminar staff member should talk with each guest speaker prior to his speaking to the students, this would help the speakers to focus on topics of importance to the students.

Finally, a word about logistics. While it seems a bit incongruous to emphasize the need for more careful scheduling of speakers and use of time in a "liberation" module, the need is still there; switching a valuable speaker at the last minute to a different time slot may mean losing him altogether for the module.

Excerpts from student journals:

"The Liberation module was one of the most inspirational ones I've been on - it broke me out of my general stereotypes."

"There was nothing mentioned about drugs as a form of liberation."

"The whole idea of having a force or spirit completely apart from my body, yet finding ways to liberate our minds and emotions."

"Gestalt made me consider how I come across to other people."

"The Voodoo let me see something I have always wanted to see. It showed a different way for people to deal with their problems."

"I identified with the Divine Light people's concept of God more than I realized."

Learning Activities -

"Integral Yoga"

The speaker, Asangan, introduced Yoga by emphasizing the importance of mind and body liberation then led the students in Yoga exercises. He ended his presentation by relating Yoga to spiritual liberation and the needs of man and of mankind.

. Logistics

Seminar staff contacted the Institute in Boulder and arranged for the speaker. Time utilized for the activity was two and one-half hours.

. Student Reaction

Most students were amazed at what happened to their minds by working on their bodies. Several students refused to participate.

. Modification

Arrange students into small groups after presentation and have speaker move from group to group.

"Divine Light Mission"

Two devotees of Sat Guri Maharaj-ji, the fifteen year old Indian leader, spoke to the students. They described their work as being a part of a spiritual movement. Students joined in a discussion with the speakers following the presentation.

. Logistics

Seminar staff member contacted the Divine Light Mission National Headquarters in Denver and arranged for the speakers. Time utilized for the activity was two hours.

. Student Reaction

The reaction was strong; some students in a positive manner; others negative. However, all reacted to the persuasive arguments and claims made by the devotees.

"You Are What You Eat"

The purpose was to help students become more aware of the effects things they take into their body have on them. A vegetarian cook spoke to the students about various kinds of foods. The hope was to help liberate the students from the meat, potatoes, and non-nutrients they normally eat. Students next went to Hanuman's Conscious Cookery, a vegetarian restaurant in Denver, and enjoyed a non-meat meal.

. Logistics

Staff member contacted the Denver Free University for names of persons who were qualified to speak on vegetarian cooking. They set up a menu for $1.50 each at Hanamun's two weeks in advance. Time utilized including the meal was three and one-half hours.

. Student Reaction

Shock, disbelief, and rejection were the reactions of many students when the speaker showed them what they really eat (in hot dogs, for example). Many were curious about the great variety of non-meat foods that are available.

. Modification

A qualified nutritionist along with the vegetarian speaker could add greatly to the concept - "You are what you eat."

"The Primal Scream"

A dramatic approach to therapy for neurosis. Students were given an article, "Primal Scream" to read. Small group discussions were then held to examine the validity of therapy, its dangers and desirability.

. Logistics

Staff member reproduced article and made a copy available to each student. Time utilized for reading the article and carrying out the discussion was two and one-half hours.

. Student Reaction

Therapy is a mystery to most students and therefore is intriguing to them. Most students were moved to express their feelings about therapy.

. Modification

Have as guest a person who has experienced therapy and a qualified psychologist who practices therapy.

"Gestalt"

Three speakers from the Gestalt Institute of Denver explained what Gestalt meant to them as individuals. Each speaker then met with a small group of students to discuss what Gestalt is all about. Topics included dream analysis, parents, and friends.

. Logistics

Seminar staff member contacted the Gestalt Institute and they agreed to send speakers. Time utilized for the activity was two and one-half hours.

. Student Reaction

Students had a strong positive reaction toward the speakers and their ideas. Some students, due to their interest, tended to dominate the discussions.

. Modification

Arrange for a bright, cheerful meeting place with enough space to allow small group discussions to take place without interfering with other groups.

"Resource Person Demonstrating Psycho and Sociodrama techniques"

The speaker emphasized sociodrama techniques utilizing the students to demonstrate several approaches, such as role playing, auxillary person, projective chair, talkback, and reversing roles. The session was non-threatening and was enjoyed by the students.

. Logistics

Staff member contacted the Colorado Psychodrama Center and they agreed to send a resource person. Time utilized for the activity was two and one-half hours.

. Student Reaction

Students reacted excellently to the experience. They all got involved and many thought it was the highlight of the module.

. Modification

Sociodrama requires space for action - be sure room is large enough.

"Communication"

Students played several sociodrama games to stimulate communication between themselves and others; included were 'mirrors' and role playing. The games proved to be good exercises in group dynamics and personal images.

. Logistics

Room to conduct the games. Time utilized for the activity was two and one-half hours.

. Student Reaction

At first, students were reluctant to participate but soon overcame their nervousness. The hams among the students were naturals for the role-playing - they kept the activity alive and exciting.

. Modification

Staff members should prepare the students for the activity by talking with them about communication prior to the games. The space for the role-playing should be large enough that the groups do not interfere.

"Resource Person from the Malcolm X Mental Health Center"

Spoke to the students on the work of the center. He explained the services available, stressing that it was a neighborhood service.

. Logistics

Staff member contacted the Mental Health Center and arranged for the speaker to meet with the students. Time utilized for the activity was one hour.

. Student Reaction

The students, used to a great deal of participation in their learning activities, reacted poorly to a straight lecture with no opportunity for discussion.

. Modification

A resource person should be appraised of the importance of student participation as a part of his presentation. The meeting was held on the lawn on a warm day. Suggest that meeting be held in a setting more conducive to retaining the students' attention.

"Visit to a Voodoo Temple"

The priest of the Voodoo Temple spoke to the group about accepting your sexuality and experiencing it rather than running from it, to be open about your thoughts and feel free to express them. He emphasized the need for ridding oneself of feelings of jealousy and feelings of inadequacy. During the discussion, students were especially interested in the Voodoo religion.

. Logistics

Staff member contacted the priest at the Voodoo Temple in Denver and arranged for him to speak to the students. Time utilized for the activity was two and one-half hours.

. Student Reaction

There was mixed reaction among the students - some left enlightened; others confused. A question and answer session with the priest cleared up most problems.

. Modification

None.

"Speaker on Transcendental Meditation"

The speaker explained Transcendental Meditation and how it influenced his life style and his feelings about himself. Students had the opportunity to ask questions about Transcendental Meditation following the presentation.

. Logistics

Staff member met speaker personally and asked him to make his presentation to the students. Time utilized for the activity was one and one-half hours.

. Student Reaction

Students were interested to find out more about Transcendental Meditation and what it might mean to them.

. Modification

Secure more experienced speaker who would be more at ease with the students' questions.

"Edith Bunker Memorial Day - Women's Liberation"

Speaker from the National Organization of Women told of the need for the woman's movement. She traced the history of the movement and the place for minority women in the movement (she was a Chicano). Following her presentation, she spearheaded a lively discussion of women's lib. As a minority person, she added a valuable dimension to the discussion of sexism and sex stereotyping.

. Logistics

Staff member contacted the NOW office and they agreed to send a speaker.

. Student Reaction

Students demonstrated interest in the issues by raising many questions.

. Modification

Meet in a more cheerful room.

"Edith Bunker Day - Part II the Students' Own Plans"

A group of students met after school hours and prepared a set of activities centering around women's lib. They began their session the next day by reading orally passages from Sisterhood is Powerful. They then led a discussio on the importance of women's lib.

. Logistics

Planning for the activity was done entirely by the students. A staff member arranged for a place for the students to meet. The time utilized for the activity was two and one-half hours.

. Student Reaction

The activity was being conducted by students; they got off on a tangent that led to intense reactions to each other and the women's lib issue was lost for the time.

"Gay Coalition"

A panel of speakers from the gay community spoke of what it is like to live in the community, including everyday problems that gay people encounter. Each of the speakers (two male, two female) emphasized a variety of different points including gay harrassment, family problems, psychiatric opinions on homosexuality, the acceptance of homosexuality in the world, and their needs to be accepted in society.

. Logistics

Staff member contacted the Gay Coalition in Denver and arranged for panel. Time utilized for the presentation and discussion was two hours.

. Student Reaction

Students accepted the panel in a mature, positive manner. When they finished, the panel members were applauded by the students.

"Values Collage"

Students and staff members were assigned to make a collage of their personal values. Each person was to find symbols that represent their values and put them in a collage. After the collages were finished, staff members and students formed small groups to explain their collages and comment on the others.

. Logistics

Staff member explained project and provided materials for putting together the collages. Time utilized for activity including the sharing sessions was two and one-half hours.

. Student Reaction

Some students were confused and made interest instead of value collages; others made beautiful value collages. Almost everyone enjoyed the sharing session.

. Modification

Staff member should take more time to explain the nature of a value collage and how meaningful it can be - especially when shared with others.

"Speaker from Young Life on Christianity"

In an effort to balance the presentations from the Voodoo priest and other speakers, a speaker on Christianity presented his views to the students. He gave a summary of Christianity and what it means to him. Following his presentation there were questions from the students.

. Logistics

Staff member contacted the Young Life group and requested a speaker. Time utilized for the activity was one and one-half hours.

. Student Reaction

Initially, many students were skeptical, however, they were considerate of the speaker and listened attentively to the age-old ideas of Christianity.

. Modification

This activity should be presented in conjunction with the Voodoo presentation and other spiritual liberation concepts.

"Books on the Subject of Liberation"

Students were required to purchase a paperback book of their choice on liberation, read it, and discuss the book with the group. An interesting outcome was the lively discussion generated by students who had read different books on the same topic.

. Logistics

Staff members prepared book lists, took book orders from students, and ordered books. This assignment was ongoing for ten days, including the reading and discussions of the books read.

. Student Reaction

Reaction varied with students showing enthusiasm for some authors such as Carlos Casteneda and Herman Hesse. Others were not enthused at the prospect of reading and discussing a book and did not finish the assignment.

. Modification

More emphasis on reading needs to be made by the staff. There should be more emphasis on follow up on books selected, if the student is progressing in the book, and how he/she is coming along in preparing the discussion. Books should be assigned early and staggered deadlines established for discussions so that if a student is not prepared when his time comes he can be picked up in an ensuing discussion session.

"Structural Integration or Rolfing"

The speaker began by explaining structural integration. A student volunteered and the Rolfer pushed and squeezed or massaged the frustrations of growth and habit patterns from his chest and back. Rolfing is a painful but very releasing process and both the Rolfer and Rolfee felt better after the one and one-half massage session.

. Logistics

Staff member contacted the resource person and he agreed to give the demonstration to the group. Time utilized for the activity was two hours.

. Student Reaction

Student response varied with some students engrossed and others disinterested. One and one-half hours is a long time for a group of students to sit and watch anything, even a Rolfer.

. Modification

Select place for demonstration without distractions. Involve more students. Shorten amount of time for massage.

AMERICAN INDIAN LITERATURE MODULE

The goals of the module were to learn Indian culture and literature. Then, by being in the Grand Canyon where the Indians lived, develop an awareness of how their art and culture grew out of their physical environment. The students took their food, shelter, and clothing with them in their back-packs and hiked down into the Canyon for a ten-day stay. In addition, they carried with them books about Indian culture to read while in the Canyon. The plan was to read the books and discuss them while in the Indian's environment. While these goals were an accomplishment, the module would have been more effective if there had been preliminary ground work and if some books had been read before leaving Denver. Bad weather and the physical environment made it difficult to really get into the academics of the module. Therefore, less physical exertion (hiking 5-8 miles per day instead of 10-12 miles) and doing homework on Indian culture in groups before going to the Canyon would improve the module measurably.

Excerpts from student journals:

"I got a greater feeling of respect for Indians and their ways."

"Study of Indian culture in a place with meaning and relation to the Indian's past is excellent."

"The Canyon was an experience filled with hard physical work and beautiful rewards."

"The Canyon is so vast and different it made me feel insignificant."

"I doubled my knowledge of rock geology."

"Cut down on the hiking, spend more time studying and enjoying the scenery."

Learning Activity

"Orientation Meeting for the Module"

Students were briefed on the goals of the module and the requirements for completing it. Necessities of food, clothing, shelter, and other equipment were explained. In addition, books that were to be read on the module were distributed.

. Logistics

Equipment was distributed. Time utilized for the activity was two and one-half hours.

. Student Reaction

Anticipation. Students anxious to get going.

Reading of Novels: American Indian Mythology and Book of the Hope"

These were distributed a few days before the module began. Each student was to read the books before the module was completed. Assignment of particular chapters was made for which each student would be responsible for reporting to the group while in the Canyon.

. Logistics

Staff member had books ready to distribute.

. Student Reaction

Very positive. Students were very much interested in the books.

. Modification

Add The Navajo by Kluchorn. Distribute books much earlier and have discussion prior to leaving Denver.

"Visit to the Museum of Northern Arizona in Flagstaff"

A guide gave the group an introduction to local Indian lore. In the afternoon, students visited the geologic research center of the Museum. At the center, the students observed scientists working on geology, archeology, and paleontology.

. Logistics

Staff member contacted the museum director and arranged for the visit.

. Student Reaction

Students were interested. Some were excited about the research center. Students already knowledgeable about Indians also enjoyed the visit.

. Modification

Obtain literature or have staff member visit museum prior to student visit so students might be clued in as to what to look for. Having students well into the reading of their books also would have helped.

"Hiking in the Grand Canyon"

Eight days of hiking were planned, but had to cut back to six. The purpose of the hiking was to help the students feel how the Indians' literature and mythology grew from their environment.

. Logistics

Staff member contacted the United States Park Service and arranged for visit.

. Student Reaction

Very positive. Students were awed by the magnificence of the area.

. Modification

While there were problems and many students were fatigued, the hiking proved to be a valuable part of the module.

"Readings from Indian Writings"

Discussion of writings on solitude, respect for the land as a source of life and nourishment, and the Indian concern for taking time to appreciate beauty.

. Logistics

Staff member read from Navajo Wildlands, Tapestries in Sand. Time utilized for the activity was two hours.

. Student Reaction

Positive. They enjoyed the readings.

"Solo"

Students spent one day and one night alone with food, sleeping bag, and books on Indian culture. The time was meant for self-contemplation, reading, and thinking about the Indians and how they lived in the Canyon.

. Logistics

Staff member surveyed area for solo sites. Time utilized for the activity was twenty-four hours.

. Student Reaction

They loved it. They appreciated the time to be alone to become more responsive to the area.

"Debriefing of Solo Experience"

Students returned from solo, then they hiked down Monument Creek to its confluence with the Colorado River. Students retold some of the Indian myths they had read on solo. They sang group songs that evening.

. Logistics

Time utilized for the activity was one day.

. Student Reaction

Fair. Students were fairly interested, but it was difficult for them to sit still and listen. Also, it was difficult for them to hear because of the roar of the river.

. Modification

Share fewer number of myths and select a place with less noise.

"Debriefing Day"

After returning to Denver from the Grand Canyon, students discussed all parts of the books they had read. Students were the discussion leaders for the various chapters of the books. They planned for spending a day with fellow students who soon would be doing their live-in on the Navajo reservation. This would be a day-long orientation explaining what the students on this module had learned about Indian culture to those who were going to the reservation.

. Logistics

Time utilized for the activity was one day.

. Student Reaction

Good. Tied all loose ends of module and also provided opportunity to put knowledge to use.

. Modification

Should have a module orientation day prior to the module.

"Orientation to Navajo Module"

Students from the Indian Literature module spent a morning briefing another group of students who were getting ready to leave for the Navajo module. The students led discussions on the Hopi and Navajo, on the subjects of Indian ceremonies, mythology, heritage, current conditions,

symbolism of petrographs, and what behaviors might be expected of them during the live-ins. Slides of the Grand Canyon also were shown.

. Logistics

Staff member coordinated student presentations.

. Student Reaction

The students who made the presentations were shy at first, but once they got into their presentations, the reaction was positive for both groups.

. Modification

Involve more students in the presentation.

NAVAJO MODULE

The Navajo module consisted of a ten-day live-in with a Navajo family on the Navajo Indian Reservation in northern Arizona. In the process of becoming immersed in another culture, the students experienced the feeling of the isolation of the reservation, of the boredom of herding sheep, of the hard work of chopping wood, of the difficulty of communicating when your language is not understood and of eating the same poor quality food day after day. At the same time, they learned about the Navajos as human beings and of the forces that are bringing about changes in their lives, of the ceremonial life which they have retained and of the land and how the people live in harmony with it.

Excerpts from student journals:

"These people will not open up to you unless you prove your sincerity to them."

"The problem of the Indians, it seemed was alcoholism. But the reason behind that was just plain boredom."

"I learned how white people have destroyed them in many ways and how the Indians have survived."

"I wasn't prepared for walking into a trailer house with TVs and steroes (although I know all about credit)."

"My Indian family was fantastic, it was a good experience for the family as well as for me."

"I felt that the only way to be really accepted by the family was to do my best - they know when you try your best."

<u>Learning Activities</u>

"Navajo Orientation"

Before leaving for the reservation, students were given a half-day orientation stressing Navajo customs, culture, religion, and the Navajo way of life. Films on the Navajo were shown and students who participated in the American Indian Literature Module made presentations about the Navajo.

. Logistics

Arrangements for meeting in a church in Northeast Denver were made. In addition, it was necessary to secure a 16mm film projector and screen from East High. Time utilized for activity was three hours.

. Student Reaction

Students were curious and many seemed genuinely interested in learning more about the Navajo. It was difficult, however, to get a lively discussion underway following the orientation; perhaps the orientation was too lengthy.

. Modification

The orientation could be shortened, made more dynamic by varying the styles of presenting materials. Humorous and not so humorous anecdotes of previous group experiences could be presented. Some attention also should be given to the changing life style of the Navajo.

"Navajo Live-In"

The live-in had a strong, although not always positive, impact on each student. It was a lesson about people, culture, time, land, power and lack of power, hate, patience, love, boredom, callousness, communication and lack of it, and of self. The striking contrast of life styles and geography left an unforgettable impression on the students.

. Logistics

Students were transported by bus to the Navajo reservation in northern Arizona, where they met with the Indian families they would live with for ten days. Transportation to individual homes was provided by the Indians.

. Student Reaction

From a student's journal - "Navajo was the best of all Seminar experiences for me. Even though my family didn't live in a hogan, the pride and tradition were there. I thought, for the first few days, with the pick-ups, the trash, and the general disconcern for balance between man and nature, that all the tradition was lost. However, as time went on, I understood the Navajo society was white-man's society with scattered bits and pieces of their own way of life. If suddenly two hundred years ago was thrust upon my Indian family they would be no more able to cope with it than I would."

. Modification

In order to fully experience cultural immersion, the student should be placed in homes that are beyond walking distance of other homes where there are students and also beyond walking distance of the trading posts. A carefully planned follow-up session similar to the orientation session should be included.

PHOTOGRAPHY MODULE

The module was designed to introduce the students to black and white still photography. Students were instructed in how to take and develop pictures, and they were given the Time-Life guide explaining these procedures. Instruction in adjusting the camera and use of the darkroom was given. Cameras were provided for the students who did not have 35mm cameras. In addition, film, chemicals, and printing paper were provided for those who could not afford them. A highlight of the module was a visit with a nationally famous photographer.

Excerpts from student journals:

"Once I started reading about famous photographers, I didn't want to stop."

"I really learned a lot by using the photography handbook."

"Give each individual more darkroom time to experiment."

"It was fantastic to hear a professional photographer and hear her tell about her work."

"Understanding the camera was kind of hard. I really didn't understand some things."

"I really learned a lot about cameras that I didn't even know existed."

Learning Activities

"Introduction to Photography"

Staff members gave a general introduction to still photography. How a camera works, depth of field, lens, shutter speed, parallax, etc. Exposure guides, film types, and developing were discussed. Common mistakes in picture taking and ideas for better pictures were also explained. Students brainstormed ideas for their photography projects.

. Logistics

Staff obtained materials and reserved darkroom. Time utilized for the activity was one day.

. Student Reaction

Varied. From excitement to - "I already know about cameras." For the students who had not had cameras before, it was a genuine learning experience.

. Modification

Bring in a professional photographer to go over different types of cameras and what their capabilities are.

"Photography Exhibit and Lecture"

A nationally known photographer brought twenty-five of her prints to show the students. She explained her work, how she got started in photography, what techniques she uses, and what she looks for to photograph.

. Logistics

Staff member contacted resource person and arranged for her visit.

. Student Reaction

Very favorable. Students were much impressed with the variety and excellence of the work of the professional photographer.

. Modification

Hold the module in a photo lab or shop; not at East High.

COURTS AND LAW

The purpose of the module was to study criminal justice from the perspective of how improvements in the system might guarantee justice and reduce crime. The first topic dealt with the police. An attempt was made to show the responsibilities and duties of the police. Next, the students examined the courts and the difficulties of deciding innocence or guilt as well as the mechanics of court operation. Finally, students studied the penal system and its attempts to rehabilitate criminals.

Behavioral modification, liberal approach, and more effective use of the police were examined as means of reducing crime. After students had finished the module they had a much better understanding of the criminal justice system in the United States today.

Excerpts from student journals:

"It kept my interest and I always wanted to come and really tried to learn."

"The module was like opening your eyes to the world around you. It brought out some of our society's ills, it also made me aware of how much power the government has."

"It was the best in-town module because what we learned is more meaningful to our every-day life."

"Canon City - how are you supposed to help a man by locking him up for years and then letting him go back to the streets the same way?"

"I never thought I'd visit Canon City State Penitentiary. I had always wondered what prisons were like."

"In my group we always got off on the racial subject rather than what we were supposed to talk about."

Learning Activities -

"Speaker from American Civil Liberties Union"

The resource person spoke on constitutional law and constitutional rights of individuals - including high school students.

. Logistics

Staff member arranged for meeting place. Time utilized was two hours.

. Student Reaction

Negative

. Modification

Staff member should seek out a more interesting speaker.

"Mock Trial"

Students were given a case, then they conducted their own trial.

. Logistics

Staff member arranged for meeting place.

. Student Reaction

Excellent. This activity introduced students to some of the skills needed to be a lawyer, judge, or juror. Also it allowed first-hand experience of what it is like to be on the witness stand.

"Speaker on Causes of Crime."

The speaker, a lawyer and former policeman, explained some of his ideas on the causes of crime and related them to other factors in society.

. Logistics

Staff member contacted the resource person.

. Student Reaction

Excellent. Students listened attentatively.

"Speaker from Colorado Public Defender's Office"

The resource person examined the question of whether justice is for only the rich. Unique problems of defending the poor were also discussed.

. Logistics

Staff member called the Public Defender's office and arranged for a speaker.

. Student Reaction

Very positive. They were excited and interested in the workings of the Public Defender's office.

"Visit to State Prison at Canon City"

An inmate led the students on a tour of the prison - he later told the students what life is like in the penetentiary - including the necessity to adapt to the environment quickly in order to survive.

. Logistics

Staff member called the Assistant Warden at the prison and made arrangements.

. Student Reaction

Outstanding. Students came away from the experience emotionally moved.

. Modification

Have students go through process of being admitted to the prison as an inmate.

"Police Representative"

Resource officer spoke to students about public attitudes toward crime, police corruption, police brutality, and psychological attitudes of policemen.

. Logistics

Staff member contacted the policeman and he agreed to speak to the group.

. Modification

Provide an opportunity for students to perform some daily routine tasks of a policeman.

"Visit to Denver Juvenile Court"

Students spent the morning observing a dependency hearing in the court. Judge Evans talked with the students about the problems of the Juvenile Court, the philosophy of the different courts, and the difficulty in finding adequate means of rehabilitation.

. Logistics

Staff member contacted School Liaison office of the Juvenile Court

. Student Reaction

Excellent. Students gained insight into difficulties in determining innocence or guilt due to conflicting evidence.

"Observation at the Denver District Court"

Students observed a criminal trial. Prior to their observation, they were presented the structure of the legal system and the principles that govern it.

. Logistics

Staff member contacted court and set up time.

. Modification

Spend more time actually observing trials.

"Discussion of The Bust Book and Handbook on Search and Seizure."

Each student summarized one chapter of one of the books and led a discussion on the chapter. An overriding emphasis in these materials was on the principle that the courts can only protect an individual who possesses a knowledge of the system, its procedures and guarantees.

. Logistics

Staff member obtained books for students. Time utilized was two hours.

. Student Reaction

Most students were actively interested.

"Visit to the Closed Adolescent Treatment Center in Denver"

This is a locked facility for juvenile criminal offenders. The students participated in discussions with the young people there, talking about rehabilitation, schools, and their emotions. Students also talked to the counselors about involving East High School students in working with the young people at the Center.

. Logistics

Staff member contacted counselor at the Center.

- Student Reaction

  Very much interested and concerned as demonstrated by their interest in returning and wanting to help.

- Modification

  The East High involvement should be formalized and put on a regular basis.

"*Film: The Seasons Change*"

Students viewed a film of the Chicago demonstrations during the 1972 Democratic Convention; a lesson in bias and brutality.

- Logistics

  Staff member borrowed film from A.C.L.U. - reserved projector.

- Student Reaction

  Very much interested and amazed that it actually occurred in the United States.

RIVER EXPEDITIONS MODULE

The river rafting expeditions included a special emphasis on group development plus the knowledge and skills of river rafting. In addition, there was attention given the history of the exploration of the river, and an anthropological view of the Indians who once lived in the river canyons. Another emphasis was that placed on the unique geological information available in the river canyons since the cuts through the rock layers made by the river offer a panorama of geological history.

The trips were structured so that boat crews, food groups, and shelter groups stayed together; this provided a great opportunity to build group cohesiveness.

Aside from the togetherness and the learning of river skills, students viewed petroglyphs and discussed various interpretations of rock art. They considered the Indians who lived in the river canyons in terms of life style as affected by the environment. When geology was emphasized, the students viewed geology films, discussed formations of rock, spent a day with the park rangers at Dinosaur National Monument and studied the Minton Fault. More benefit from the geological aspects of the trip could be attained through studying the geology of the river canyons prior to leaving Denver.

All things considered, the river expeditions were among the most worthwhile of the seminar in that they involved a beneficial blend of experiences and academic concepts.

Excerpts from student journals

"It lets you feel just how powerful nature can be and what a small place people take in this giant world."

" It was hard not to absorb a lot of the history and geology of the area just by keeping my eyes and ears open."

"I learned more about simply living outdoors - we are all such city slickers."

"We had to have our group together just to make it down the rapids."

"Personally, I could have handled more biology and studied more about the Indians."

"It gave me another gentle push toward self-reliance and self-confidence."

<u>Learning Activities</u>

"Film - Major John W. Powell, Geologist"

Students viewed a film about the river canyon expeditions of Major Powell.

. Logistics

Staff member booked film and reserved screen and projector. Time utilized for film and discussion was one hour.

. Student Reaction

Good. An excellent way to introduce the students to the river.

. Modification

More emphasis on geology and anthropology through additional films or slides.

"Rock Art Introduction"

Students were given sets of pictures of Indian rock paintings to examine; some of the paintings would be seen on the river. The students were shown the symbols in the paintings and asked to interpret them in view of the life styles of the Indians. Historical and anthropological interpretations of the rock art were also examined.

. Logistics

Staff member obtained art book and photo copied the rock art for the students. Time utilized for the activity was one hour.

. Student Reaction

Fairly good. Little was known by the students about rock art but they did seem interested.

. Modification

Read excerpts from "Rocks Begin to Speak" orally to the students. Emphasize science of cryptography which is being used to decipher the legends portrayed by the rock art.

"Nature Walk with Park Ranger"

The ranger at Dinosaur Park took the students on an extended nature walk. He pointed out some of the geologic phenomona of the area as well as the flora and fauna.

. Logistics

Staff member contacted ranger station and arranged for ranger to accompany students.

. Student Reaction

Enjoyment. Most students were genuinely interested.

. Modification

Specify need for resource person with geology background.

"Geology Discussion with Emphasis on the Minton Fault"

Students went ashore and walked over the fault area. Fossil-bearing sediments were found and specimens examined. Through discussion, students developed some awareness of the story of the history of the earth that the fault demonstrated. Much of the profitable discussion was carried on in the quiet waters while students were on the rafts.

. Logistics

Staff members stopped rafts abreast of the fault.

. Student Reaction

Sense of wonder. Most students were awed at the record of time left by the fault and the record of life left by the fossils.

. Modification

Have resource person (Park Ranger?) accompany boats down the river to give a full account of the many stories the canyon walls have to tell.

"Inspirational Readings"

Each morning while on the river, the students were read inspirational excerpts giving them some food for thought as they launched on the river that day. The readings set a thoughtful tone and helped the students to begin thinking about their river journal entries for that day.

. Logistics

Staff members took turns with the readings. Time utilized daily was approximately five minutes.

. Student Reaction

Varied. Depended on the particular reading. Generally, the selections were received thoughtfully with interest in hearing a different perspective.

"Visit Indian Cave"

The cave, near the Mantle Ranch on the river was used for storage by the Indians. After leaving the boats and hiking up to the cave, there were discussions of what clues the cave might give the students about the Indians, how advanced technologically were the Indians? how did they live? what did they believe? From this discussion the students then began to ask some of the same questions about themselves.

. Logistics

Staff member located the cave. Time utilized for the activity was two and one-half hours.

. Student Reaction

Good. The discussions were thought provoking and involved most of the students.

. Modification

Staff members should do more research so as to do a better job as resource persons for the discussions.

"Study of Petroglyphs and Pictographs"

A two-mile hike up a side canyon at Jones Hole revealed a wealth of Indian rock art to the students. Staff members pointed out the symmetry and balance in the art and what the tendency toward symmetry and balance might mean. The basic symbols used in the rock art also were examined.

. Logistics

Staff members located rock art site, also researched topic in Rock Art of Utah and The Rocks Begin to Speak. Time utilized for the activity was four hours.

. Student Reaction

Good. Most students were interested in the art work of the Indians.

. Modification

Staff members should do even more research before taking students to the rock art area.

"Student Discussions While Rafting"

Although not a planned learning experience, among the most productive experiences was that of "rapping on the boat." The boat groups, six to eight people, make ideal discussion groups giving even the shyest of students ample opportunity to speak what is on his mind. The discussions ranged across the spectrum of student concerns with frequent interruptions to note a particularly magnificent rock formation, a mountain goat or a spectacular cloud formation. Oral readings were held with each student having an opportunity to read.

. Logistics

The more research staff members have done on the history, geology, and anthropology of the river, the more interesting are the discussions.

. Student Reaction

Good. Each student had ample time to listen as well as talk.

. Modification

Staff members need to study the river thoroughly.

"Warm Springs Rapids"

During the expedition, the boats are periodically pulled to shore to give the students an opportunity to walk ahead, view forthcoming rapids and plan routes through them. Students took turns captaining the boats through the rapids. Warm Springs is a rapid of such magnitude that it 'boggles the mind' and is used here as an example of the rapid running experience. The exhilaration, excitement and fear experienced by a group in a small raft in a large set of rapids is difficult to duplicate in any other fashion.

. Logistics

Staff members carefully studied the river prior to allowing students to navigate the boats through the rapids. The experienced raftmen were always standing by to take over if the student raftman got the boat in trouble. Time utilized to study each set of rapids was one-half hour; to run each set was forty-five seconds.

. Student Reaction

Great anticipation - excitement and feeling of accomplishment after running the rapids. A tremendous common experience for all students - for unlike peak climbing and other strenuous

activities-even the least physically fit can share the experience of running the rapids.

"Discussion of Indian Rock Art and Evaluation of the River Experience"

Students were asked to compare the Indian rock art with the works of contemporary artists. They examined the extent to which the environment influences art. In small groups, they examined the different environments they had experienced on seminar and how they had been influenced by them. Students' feelings about the river, aside from the artistic and scientific concepts, were also discussed.

. Logistics

Time utilized for the activity was two and one-half hours.

. Student Reaction

Good. The afternoon offered the students an opportunity to reflect not only on the river but on the entire seminar.

. Modification

There should be more planned closure-type experiences for the students involved in seminar.

CHICANO CULTURE MODULE

The Chicano module was a live-in in Crystal City, Texas. Crystal City is located in southeast Texas near the Mexican border and has about 8,000 population. Approximately 80 percent of the people are Chicano and 70 percent of them are migrant workers. Nearly 60 percent of the people have incomes at or below the poverty level. In 1969, the La Raza Unida political party was able to control the school board and eventually much of the control of the city and county government.

The goals of the module were to have students experience living in a small town and to help them better understand the Chicano culture. In a sense, the entire town turned out for the seminar students. Complete daily schedules had been worked out and all the live-ins had been set up when the bus arrived. Success of the experience can be attested to by the fact that the module became an exchange with a group of Crystal City students returning with the Seminar students to visit Denver. The Denver students learned a great deal about their own City and the Chicano movement in Denver by hosting the Texas students.

Excerpts from student journals

"Through learning about community changes in Crystal, all the things I learned about in power and politics materialized."

"People in Crystal express themselves in different ways from ours."

"I learned that individuals in a small town don't have much privacy."

"The family is important - the town was full of aunts, uncles and cousins."

"There was respect for older relatives."

"It's nice to see that people really care about other people."

Learning Activities

"Tour of Crystal City"

A guide explained much of the history and background of the city. Areas under urban renewal were seen by the students. The guide reviewed some of the recent history of the area which has given Chicanos much more voice in their own school and governmental affairs.

. Logistics

Arranged through Crystal City officials.

. Student Reaction

Positive. They seemed especially interested in how the Chicanos had earned a stronger voice in the community.

"Chicano Artists and Their Exhibits"

Two Chicano artists spoke on their work and their hopes as artists working for La Causa.

. Logistics

Arranged through Crystal City officials.

. Student Reaction

Very good. Unique to talk with artists who are involved in a political cause.

"Speaker, Chairman of the La Raza Unida Party"

Mr. Gutierrez spoke on the Chicano movement, its history, present plans and its hope for the future.

. Logistics

Arranged through Crystal City officials

. Student Reaction

Very good. Mr. Gutierrez is a strong speaker. Students were attentive and responded to him quite well.

"Visiting Nearby Communities"

The students had an opportunity to visit San Antonio and a nearby Mexican border town, Piedras Negras. The experience helped to make the students aware of the environment around Crystal City.

. Logistics

Arranged through Crystal City officials.

. Student Reaction

Very good. A good change of pace.

"Live in with Chicano Families"

The hospitality, warmth, and graciousness of the live-in families were overwhelming experiences for the students; they felt genuinely accepted.

. Logistics

Arranged through Crystal City officials.

. Student Reaction

Excellent. It was the tremendous reception the students received that initiated the reciprocal idea.

CRYSTAL CITY STUDENTS GUEST MODULE

NOTE: *The following activities were those carried out in the Denver area for the 23 Crystal City students.*

Learning Activities

"Visit to the West Side Action Center"

Students toured the center then heard a speech by Santiago Chavez. Mr. Chavez explained the work of the center: employment assistance, relocating families, and police relations.

. Logistics

Staff member contacted the center and arranged for visit and speech. Time utilized two hours.

. Student Reaction

Positive. Texas students were engrossed in the problems of Denver Chicanos.

. Modification

Spend less time at the center. Provide opportunities for Texas students to visit with Chicano families; see parks in Denver, etc.

"Introduction of Texas Students to East High School"

Students in the regular program at East took the Texas students to two regular academic classes and two Spanish classes. The Texas students explained the history of the La Raza Unida party in Crystal City and their own involvement in it.

. Logistics

Staff member contacted teachers at East and arranged class visits. Time utilized for the activity was two and one-half hours.

. Student Reaction

Texas student reaction was positive. They were especially positive about their visitation to the Spanish classes.

. Modification

If time were available, allow the exchange students to choose the kinds of classes they would like to visit rather than assigning them.

"Visit to KFML Radio Station"

A spokesman for the station explained the work of the station and Chicano's involvement in the news. He described the legal problems in obtaining a radio station license and other complications of setting up a station. In the area of news reporting, he emphasized the need for showing both sides of each issue. He finished by suggesting ways in which a small radio station might be started in Crystal City.

. Logistics

A seminar student contacted KFML and arranged for the visit and speaker. Time utilized for the activity was two hours.

. Student Reaction

Very positive. Information about news reporting was well received. Texas students were excited about possibility of starting a station.

. Modification

Provide an opportunity to hear from Chicano employees of the radio station.

"Visit to Denver Art Museum"

Students had the opportunity to view an excellent Picasso exhibit in recognition of his death. The guide described the great range of his work: prints, lithographs, etchings, silkscreens, pottery, illustrations, posters, and paintings. Students also visited other areas of the museum.

. Logistics

Staff member contacted the museum and arranged for the tour.

. Student Reaction

Good. Both Seminar and Texas students enjoyed the exhibit.

"Migrant Council Speakers"

Students heard members of the Colorado Migrant Council discuss problems of migrant farm workers in Colorado. The Migrant Council program including child and health care was explained to the students. Another Council activity is to provide job-skill training for migrants who have only farm labor skills. The students then viewed a film, "The Illegals" which described one of the problems facing the Council - that of Mexican illegals who are coming to Colorado and upsetting the job opportunities for Chicanos, including migrants.

. Logistics

Staff member called Migrant Council and arranged for speakers and film. Time utilized for the activity was one and one-half hours.

. Student Reaction

Little response. Students seemed worn out.

. Modification

Meet at Migrant Council offices instead of at a church. Secure more charismatic speakers. Meet earlier in the day.

"Visit to KOA-TV"

Channel 4 and KOA Radio: Students toured the entire studio, including the newsrooms, editing rooms, AM-FM studios, meteorology room, and television studios. After the tour, the students inquired about the percentage of minority persons employed and what skills and education are needed for radio and TV work. They also queried the tour guide about the fact that General Electric owns the station and what implications this might have.

. Logistics

Staff member contacted a friend who is an employee at KOA and arrangements for the tour were made.

. Student Reaction

Students were interested. The broadcasting business has a magnetism about it for students.

. modification

Arrange to have students be participants rather than merely observers. Bring together minority group employees of broadcast media and have them talk as a panel to the students.

"Reception at East High for Crystal City Students"

The Chicano Club and Spanish teachers at East gave a reception for the Texas students, including refreshments. The Texas students then exchanged ideas with East High students on the Chicano movement in Crystal City. They also discussed changes in education to more nearly meet the needs of Chicanos: bilingual programs, the walk-out by students in Denver the day before, and what effects the Denver school board election might have on needed Chicano programs.

. Logistics

Staff member contacted the sponsor of the Chicano Club at East High and helped to set up the reception. Most of the details were taken care of by the students in the Chicano Club. Time utilized for the activity was one and one-half hour.

. Student Reaction

The Texas students seemed to enjoy a chance to exchange ideas with East High students.

. Modifications

Should have had Texas students perform some of their folk dances. A meeting with school district personnel and the students from Texas could perhaps be arranged for an informal discussion.

"Visit to Crusade for Justice"

Only Chicano, both Texas and Seminar students and Black students were allowed by the Crusade to visit. Students heard a talk by Corky Gonzales and other Chicano leaders about the work of the Crusade, its goals, and its plans for the future. The students enjoyed a Mexican lunch in the school cafeteria.

. Logistics

Staff member contacted a Chicano friend who made arrangements for the visit.

. Student Reaction

Positive - for the students who attended; Anglo students felt left out.

. Modification

Arrange for both Anglo and minority students to visit.

"Bus Trip to Mountains"

Seminar and Texas students enjoyed a day together in the mountains. No work, speakers, nor films - just fun. Texas students were fascinated by the snow.

. Logistics

Seminar students packed lunches for Texas students. Staff member reserved bus. Time utilized for the activity was one day.

. Student Reaction

Very positive. A good break from the busy schedule.

. Modification

Spend more time in the mountains. Introduce Texas students to rock climbing and possibly rappelling; camp overnight.

CREATIVE WRITING MODULE

The Creative Writing module was organized differently in that it was self-contained, utilizing a minimum of outside resource persons and field visits. The primary utilization of time in the module was through personal conference with each student about his work, ideas, and progress in creative writing. Each student kept a portfolio of his writings which were checked at his conference. The contents of the portfolio were utilized as the primary determination for the final grade on the module. The staff emphasized the valuable aspects of maintaining a personal collection of one's own writings.

The students visited a dance studio where they observed and then wrote about body communication. Haiku was taught and many students found form poetry to be very challenging. Each student brought an object in a brown paper bag, they then had other persons put their hands in the bags and after feeling and smelling the object, they described it in writing. During the second week, the students worked on short stories, descriptive writing, and finished their portfolios.

Excerpts from student journals:

"We really had the opportunity to be creative and express ourselves in writing."

"The personal conferences (with the teachers) were good too. I really dug talking to the teachers alone."

"I'm not a person who writes well at all. I really put a lot into this."

"I wrote how I felt and wasn't embarrased to let other people read it."

"It would have been neat to have had an author or playwrite come to speak to us."

"I learned that I could write a little if I wanted to."

Learning Activities

"Orientation to the Module"

Students were introduced to the expectations established for completion of the module; keeping a personal portfolio of writings, emphasis on the personal; the individual interviews, and on oral sharing of writing. Students viewed film "Cosmis Zoom," then wrote creative reactions to it.

- Logistics

  Staff member ordered projector and film. Time utilized was four hours.

- Student Reaction

  Fair. The thought of writing assignments did not inspire many of the students.

"Slide Presentation"

The slide presentation was to stimulate creative responses and uses of new words, students wrote original poems starting with "I wish--" or "I used to be--." Discussion of and practice with different forms of poetry, such as haiku, pyramid, and concrete.

. Logistics

Staff member organized slides, obtained projector, and developed sheet of poetry examples. Time utilized for the activity was six hours.

. Student Reaction

Enthusiasm about writing; showed some improvement. Liked the poetry better as they practiced more.

"Film 'Psychedelic Wet' and Slides."

Students viewed the film and responded to its visual images by writing a description in one of the poetry forms previously practiced. Slides were viewed and students were asked to react using the various forms of comparative language: metaphor, simile, personification, and onomatopoeia.

. Logistics

Staff member booked slides, movie, and projectors. Time utilized for the activity was three and one-half hours.

. Student Reaction

Varied. The comparative language exercise was difficult.

"An Experience With Body Language"

Students visited Kent School to observe and participate in a body language dance lesson. Students then wrote a composition on the subject of non-verbal communication.

. Logistics

Staff member talked to the dance teacher at East High who arranged the visit to Kent School.

. Student Reaction

Confusion, curiosity. Students were intrigued by the idea of expression with their bodies, but not very confident.

"Sensory Experience in Writing"

Students brought objects to be felt and smelled. From this sensory experience they were asked to write a description of the objects. The exercise helped students develop more confidence in their senses other than sight. Students viewed the film, "The Outer Limits" - then were asked to write on a subject or activity that has "no earthly use."

. Logistics

Staff member planned with students to bring in objects in paper bag.

. Student Reaction

Positive. Students liked describing the objects and trying to identify them.

"Student and Teacher Conferences"

Each student had a personal conference with a staff member to evaluate, compliment,or criticize the student's writings.

. Logistics

Staff member set up time schedule for students. Time utilized for <u>each</u> student was one-half to three-fourths hour.

. Student Reaction

Very enthusiastic. Students were especially pleased at personal attention given to their work and the staff's efforts to suggest improvements.

"Introduction to the Short Story"

Students first read and then analyzed several short stories in terms of plot, theme and characterization. Students were then assigned to write a short story.

. Logistics

Staff member prepared materials for the activity. Time utilized for the activity was four hours.

. Student Reaction

Good. The students readily participated in a discussion of the story they read - but were a bit apprehensive about writing their own stories.

"Oral Sharing of Short Story Outlines"

Students discussed the subjects and characters they planned to develop in their stories.

. Logistics

Time utilized for the activity was two and one-half hours.

. Student Reaction

Good. Most students were pleased and proud to describe the characters they were developing. They also were interested in other people's reactions.

"Film 'Sailing'"

Students viewed the film and then practiced making words to capture visual beauty; this also was a lesson in paragraph writing.

. Logistics

Staff member booked film and procured projector. Time utilized was one and one-half hour.

. Student Reaction

Positive. Students felt that the film was visually pleasing and they enjoyed responding to it.

"Practice with Unusual Words"

Students wrote in nouns and adjectives in passages from well known authors. By using words of their own choice they were made more aware of the importance of diction.

. Logistics

Staff member developed work sheet. Time utilized for the activity was two hours.

. Student Reaction

Very enthusiastic. Students' responses were varied, unusual, and entertaining. They enjoyed sharing what they had written.

"Visit to Airport"

The purpose of the visit to the airport was to pick out a stranger to write about. Students wrote descriptions of the strangers' outward appearance and then imagined and wrote about what they would be like on the inside.

. Logistics

Time utilized for the activity was three hours.

. Student Reaction

Excitement. Students were enthusiastic about being at the airport and writing imaginative descriptions.

"Portfolio of Student's Own Writings and Short Stories"

Students reproduced copies of their best writing and distributed them to each of the students. Following this activity, each student wrote an evaluation of the Creative Writing Module.

. Logistics

Staff member obtained ditto masters for the students. Time utilized for the activities was five and one-half hours.

. Student Reaction.

Positive. Students seeing their own writing typed and duplicated felt they had accomplished something worthwhile by writing a short story.

MARINE BIOLOGY-ECOLOGY MODULE

The San Diego, California Ecology module had as its emphasis a different environment - the ocean. The module took place on the Southern coast of California where many of the major studies in oceanography are being conducted. The students camped south of San Clemente in a state park; visits to the nearby oceanography centers were made from there. Among the centers visited by the students were the Scripps Oceanography Institute, the Naval Underseas Center, the Bathoscathe Trieste, and the Lockheed Project, Deep Quest, Sea World, the Floating Sea Lab called Ferry II, and the San Diego Zoo also were part of the students' itinerary.

Students spent free time on the beach snorkeling, reading and relaxing. In an effort to study the more remote, untouched beaches, students traveled to nearby Ensenada, Mexico.

The strength of the module was the first-hand involvement of students in on-going oceanographic studies. Students examined some of the most modern deep diving equipment in existence.

While comments about logistics requirements will be made as part of each learning activity, it should be mentioned that the logistics problems of the module were among the most difficult of the entire Seminar. Transportation, food, a place to stay for the students, scheduling visits, and weather - all combined to test the organizing skills of the staff. The fact that the module was so successful is a credit to the Seminar staff.

While the module was definitely a success, a tighter schedule would have helped compensate for the dreary weather experienced while the students were studying at the campsite. Not having firewood for evening campfire sessions inhibited group solidarity. Thought should be given to conducting the environmental module in Colorado, even though the study of oceanography was a unique learning experience for the students who participated.

Learning Activities

"Guided Tour and Film Presentation at the Scripps Oceanographic Institute"

This activity included a study of the ecology of various fish groups using live fish displays and studies of wave motion. Different species of undersea organisms and how they adapt to their environment were also examined by the students. A film "The River of Sand" was shown and various geologic phenomena of the coast line were examined.

. Logistics

Staff member contacted the education program coordinator of the Institute by telephone from Denver and scheduled the visit. Students traveled by bus from their campsite to the Institute. Time utilized for the activity was three hours.

. Student Reaction

Students thoroughly enjoyed the tour and at the same time learned a great deal. Many wanted to stay the entire day at the Institute.

. Modification

Schedule a longer stay at the Institute. Arrange for from two to three week work periods for students as lab assistants in the Institute.

"Guided Study Tour and Lecture at the U. S. Navy Marine Life Sciences Laboratory, U. S. Navy Underseas Center and the Bathosathe Trieste"

Students viewed three films describing the most up-to-date under-sea environmental research equipment. A part of the research is the training of killer whales and dolphins to assist in research projects. Students also were shown the bathoscathe simulator. Staff members from the laboratories were on hand to answer student questions.

. Logistics

Arrangements for scheduling the study tours were made by contacting the laboratories from Denver and being placed on schedule. Time utilized for the activity was three hours.

. Student Reaction

Generally favorable. Students were surprised at how far along underwater research has progressed and were keenly interested in examining the diving equipment. Other students were not enthusiastic because of the heavy military involvement in the various research projects.

. Modifications

Prior to the study tours, students should be briefed on the importance of the undersea research and its multi-disciplinary nature regarding ecology, geology,history and economics.

"Study Tour of Lockheed Undersea Laboratories"

Students examined the research projects. Staff members at the laboratories demonstrated a ship hull testing tank. Students had the opportunity to inspect Lockheed's deep-sea vehicles. Marine biologists reviewed the environmental impact of setting up a nuclear power plant in the area.

. Logistics

Arrangements for scheduling the study tour were made by Seminar staff members via telephone from Denver.

. Student Reaction

At best, student reaction was mixed. The more esoteric research projects attracted little interest among the students regarding the ship hull testing project. There was, however, more interest evident when the marine biologists reviewed their environmental impact studies for the students.

. Modification

Seminar staff member who schedules visit with Lockheed should also obtain available literature on the research projects and their importance. This material should be reviewed by students prior to their visit.

"Visit to Sea World"

Students were given a series of special presentations demonstrating various sea animals and their adaptation to their environments. Students then viewed the numerous undersea exhibits at Sea World. The exhibits showed the many different sea organisms in their natural habitat.

. Logistics

Sea World is open to the public so logistical problems, other than the bus ride, were minimal. It was necessary, however, to schedule the special tour with the Sea World Staff.

. Student Reaction

In general, students reacted favorably and learned a great deal from the tour and exhibits. Some students were ready to leave early and expressed boredom with the visit.

. Modification

Seminar staff member should visit Sea World prior to taking students. Staff should develop a set of work sheets of things to look and ask about. Alternative activities should be provided for students who finish early.

"Oceanography Study On An Ocean-going Boat, the Ferry II"

Following demonstrations of oxygen testing and navigating and the use of equipment on the boat, students were divided into small groups and participated in conducting a variety of oceanography experiments.

. Logistics

The boat, which is a floating educational laboratory, is owned by the Orange County Department of Education. The experience was arranged through the Education Department. The cost was $185.00. The time utilized for the activity was four hours.

. Student Reaction

The student reaction was excellent. Students were enthusiastic about the opportunity to actually participate in an oceanography experiment. The only damper on the zest of a few students was sea sickness while they were spending several hours on the boat.

. Modification

Bring along more Dramamine for sea sickness. Obtain literature on Ferry II prior to visit and go over it with students.

"Visit to the Oceanography Land Lab"

Prior to the study tour of the floating lab, the students spent four hours in the Orange County Education Department Oceanographic Land Laboratory. Students participated in "do it yourself" oceanography. Included were studies of plankton, water quality, fish disection, tide pools, etc.

. Logistics

Arrangements were made by Seminar staff members. The cost was $35.00. The time utilized for the activity was four hours.

. Modification

Secure literature about the land laboratory and the intertidal zone and go over it with students prior to the study tour. A debriefing of the laboratory experience should be conducted prior to the boat (Ferry II) experience.

"Visit to the San Diego Zoo"

The students toured the zoo observing the many different species of wild life. Special attention was given to evolutionary adaptations such as protective coloration, shape of hooves, etc.

. Logistics

The visit was through the Group Services Office of the San Diego Zoo. Time utilized for the activity was four and one-half hours.

. Student Reaction

Nearly all of the students enjoyed the tour of the zoo and at the same time became more aware of animal adaptations to their environment. Some, however, were ready to leave before the scheduled time.

. Modifications

Through a zoo visit prior to the students' visit or through literature, study sheets could be developed that would give small groups of students specific animal groups to study. Their findings would be reported back to the class. Develop alternative activities for students who finish early.

"Visit to the San Diego Animal Park"

The students rode a mono-rail train through a series of eco-systems in which animals from all over the world were placed. A tour guide discussed the ecological concepts including animal adaptations.

. Logistics

Seminar staff member contacted the Group Services Office of the San Diego Zoo. Time utilized for activity was two hours.

. Student Reaction

Students were amazed at the variety of adaptations they were able to observe. Having a tour guide along to answer questions developed interest among the students.

. Modification

Seminar staff member should go over tour with tour guide and develop specific animal adaptions for which the students could be watching.

"Survey of Tidal Pools at La Jolla, California"

Students examined sea-life specimens found on rocks and in tidal pools at low tide. Students also snorkled in the shallow water and observed underwater organisms in the natural environment. This was a 'hands on' activity with students keying the organisms they found.

. Logistics

Area is open to the public. Time utilized for the activity was six hours.

. Student Reaction

In view of the tremendous learning opportunity afforded to the students at the tidal pools, the number who participated was disappointingly low. This was partly due to the cold, cloudy weather.

. Modification

Structure the activity more by giving the students work sheets with drawings of organisms they could expect to find. This would ease identification and assist students in looking for specific organisms.

PRACTICAL LIBERATION MODULE

The module was offered to students as an opportunity to gain experience in a job-related skill area in which they were previously unfamiliar.

Students were offered a variety of job possibilities for both men and women. It was pointed out that certain jobs have sex-role expectations and, in order to have a completely new experience, students were strongly encouraged to select a job that involved crossing over, such as boys as child care workers and girls in auto repair.

As an introduction to the module, there was a discussion of what it means to be "practically liberated." After selecting the skill area, each student then, on his own initiative, sought out an employer who was willing to take him/her as a non-paid employee. The typical work-in as a volunteer employee was for three days.

Two other "liberation options" were offered - (1) Personal Financial Liberation, in which students investigated some aspect of finance that affected them personally, such as purchasing a car on credit - and also "Watergate Liberation" in which students presented a paper dealing with Watergate. The module would have been more meaningful if it had lasted longer and if there had been more discussion of the issues involved in practical liberation.

Excerpts from student journals:

> "I found strong sex discrimination. At first all they would let me do was file or keep books."
>
> "Before this module, the only thing I thought I could do was to be a waitress. A whole new world has been opened to me."
>
> "I never realized how many different crews it takes to build one house. No wonder a house is so expensive."
>
> "Watergate is a question rising to a boiling point in every American's mind."
>
> "I learned how business men act when they don't want to be bothered with you."
>
> "Auto garage work is hard and very greasy, but it really feels good."

Learning Activities

"Orientation"

On the first morning of the module, students were engaged in discussion of what practical liberation means, "an ability to feel both skilled and suited to a rapidly fluctuating job market." Over-specialization was contrasted with "jack of all trades, master of none" concept. Examples of both extremes were cited by students as well as staff members.

Students gave examples of how they felt "unliberated": an inability to repair a minor mechanical break-down in a car, clogged drain, minor electrical failure, etc.

. Logistics

Time utilized for the activity was one hour.

. Student Reaction

Positive. Many were stimulated by the topics introduced.

"Personal Finance"

Resource person lectured on banking and financing. Visitations were arranged to large and small banks, industrial banks, and credit unions. The students met with a representative of a finance company and filled out their forms as if they were buying cars.

. Logistics

Staff member arranged for resource persons and visitations to the banks.

. Student Reaction

Boredom. Students did not seem interested.

. Modification

Have this activity at the beginning instead of the end of the module.

"Watergate Liberation" (optional)

Students were asked to investigate the Watergate Affair in detail. They then had the option of making a presentation to the whole module group orally, or prepare a paper on one aspect of Watergate.

. Logistics

Time utilized for the activity was two weeks.

. Student Reaction

Lukewarm. Relatively few students opted to do the Watergate assignment.

. Modification

Select new topic for next year.

INSTITUTIONS MODULE

The Institutions Module was aimed at increasing the students' awareness and interest in their city through firsthand experiences with some of its institutions; these experiences consisted of from three to ten day work-ins, live-ins, or teach-ins where students actually joined the working forces of the institutions and put in regular working days. Many students utilized the work-ins as a means of exploring a potential, vocational choice. After a one-day orientation, students were assigned institutions, usually of their own choice, and they went to work. A tremendous amount of staff time and effort went into setting up the work-ins and daily checkups with each student. The institutions that were organized for work-ins varied a great deal and most of those contacted were very cooperative - even enthusiastic about the prospect of having the high school students work there.

Feedback from the students was positive, with many suggesting the work-ins be made longer next year.

Excerpts from student journals:

"At Lookout Mountain School for Boys, I gained a better understanding of the lives the boys have had. How bad they had it in comparison to what my life has been!"

"Working at the Transitional Living Center changed my views of a psychotic personality. I gained insight into different kinds of therapy approaches."

"It (tutoring at Funk House) was a valuable experience because you felt like you were really needed."

"While working at Malcolm X, I learned not to be so wary of psychological methods."

"I learned why they have a Denver Sheriff's Department and what they do."

"Working with retarded kids at Ridge was good because kids like that are human too, and they need love and understanding - in fact more than normal children."

Learning Activities

"Institutions Orientation"

Staff reviewed with students the nature of institutions in our society, the different kinds of institutions, and why they are necessary. The various institutions available for work-ins were explained to the students and they made choices. Much emphasis was placed on the personal responsibility of each student toward the institution he selected: punctuality, friendliness, taking job seriously, and the like.

. Logistics

Staff members organized the orientation. Time utilized was four hours.

. Student Reaction

Positive. They were interested in hearing about the institutions and their own assignments.

. Modification

More student involvement in setting up work-ins.

"Work-in at Denver County Sheriff's Department"

The students were well accepted by the Sheriff's Department. They rode in boot trucks, squad cars, and on buses for prisoner transport. They also sat in court and the emergency room at Denver General Hospital. As a part of their work-in orientation, the students were given a tour of the County Jail.

. Logistics

Staff member called the County Jail and arranged for work-ins. Time utilized was three days on the first work-in and four days on the second.

. Student Reaction

Very positive. Students were surprised to find that the Sheriffs are human beings.

. Modification

Provide for full participation by the girls. They were protected unnecessarily at times.

"Work-in at Mount Airy Psychiatric Center"

Students worked a full eight hour shift for seven days as assistants to nurses and technicians in the locked psychiatric ward. Students also had a one-day instructional orientation with the staff at Mount Airy.

. Logistics

Staff member interviewed the head nurse at Mount Airy. Time utilized for the work-in was 7 days.

. Student Reaction

Very interested. At first they were a bit awed, but through getting involved with patients, they soon adapted to their work.

"Work-in at Transitional Living"

Transitional Living is an alternative to hospitalization for alcoholics. psychotics, and drug users. The students participated in the group therapy sessions and helped create the necessary therapeutic environment.

. Logistics

Staff member interviewed three Mount Airy staff members and arranged work-ins. The time utilized was three days for one group and four days for another.

. Student Reaction

Great. Students were amazed to discover that psychosis was sometimes manifested in apathy (which, of course, is a common affliction of many high school students!). Students felt the treatment program was very humane.

. Modification

A more comprehensive orientation for students is needed emphasizing the ideas, principles and justification for psychotherapy.

"Live-in at Lookout Mountain School for Boys"

Students were placed at the Receiving Center at Lookout Mountain School for Boys, an institution for adjudicated juvenile delinquents. They were entered as regular convicted juveniles without the staff knowing they were any different than other boys being admitted. The administrators of the school had, of course, approved of the plan.

. Logistics

Staff member conducted interviews with school administrators and visited the school several times. Time utilized for the live-ins was two days.

. Student Reaction

Very excited. Students viewed the live-ins as a challenge. They were surprised that the environment wasn't worse.

. Modification

More time is needed for orientation to the institution. Also, the live-in should be longer to afford the students a better grasp of what life is actually like there.

"Tutoring"

At Funk House, a community group home for foster boys, aged ten to sixteen, students spent a great deal of time tutoring the boys. More time was spent just talking to the boys about their concerns. A real lesson was learned by the students when they became aware of how difficult it is for a boy to function without his family.

. Logistics

Staff member contacted the administrator of Funk House and arranged for tutoring sessions. Time utilized for the activity was two weeks.

. Modification

This project should be picked up by East High as a service project and continued.

"Work-in at Jackson Day Care Center"

The students worked with and taught a group of very lively preschoolers; they led them in art projects, outdoor activities, and general learning situations.

. Logistics

Staff member contacted the minister of the church where the preschool is conducted and arranged the work-ins. Time utilized was four days.

. Student Reaction

Surprise. Students were amazed at how much work it takes to interest and teach a group of preschoolers for a day.

. Modification

Work-in could be longer.

"Work-in at Ridge State Home and Training School (for Mentally Retarded).

The students worked primarily on a one-to-one ratio with children in the speech and training clinic. Sessions with the children generally lasted for two hours each day.

. Logistics

Staff member contacted Ridge Home and set up work-ins.

. Student Reaction

For all but one student, very deep involvement. Students discovered their own qualities of love and compassion for the less fortunate children.

. Modification

Tour entire facility before going to work. Reliable transportation should be checked out.

"Work-in at the Malcolm X Mental Health Center"

Students were given a thorough tour of the Center and its branches. They were told of the purposes and meanings of the activities of the Center. The students attended follow-up meetings. Student projects involved conducting, on their own, a pilot survey of mental health needs in a Denver neighborhood. After two days of door-to-door surveying, they reported their findings to the Center staff.

. Logistics

Staff member contacted the Center and arranged for the work-ins. Time utilized was four days.

. Student Reaction

Students became so engrossed that two of them have joined the Malcolm X staff.

"Student Evaluation of Institutions Module"

Students discussed the value of the work-ins as an experience and how to apply the skills and knowledge they had gained during the work-ins. They examined how the experiences had affected their own lives. The evaluation sessions were taped for further analysis.

. Logistics

Staff member procured tapes and records.

. Student Reaction

Students were eager to share their experiences.

PART III

CONSULTANT - SUMMARY AND RECOMMENDATIONS

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East High School Senior Seminar clearly is an interesting and significant curricular modification in the area of secondary education. It represents an intelligent approach to perceived student needs. In Emil Ziegler's words,"Senior Seminar is an attempt to provide experiences and personal growth development in areas not dealt with effectively by traditional methods."

The 1973 evaluation is especially important for it addresses itself to the examination of, not a brand new program--still in the raw try-out stage, but a program now revised and improved in relation to the experience gained through previous Senior Seminars and the evaluations of 1971 and 1972. Thus, the present program must be regarded as a mature program, representative of what this line of curricular modification may become although efforts to improve it will continue, of course. The current evaluation essentially is independent of previous appraisals and rests upon the extensive data secured by the Department of Planning, Research and Budgeting.

The following report is divided into (1) general reactions, or summary, including some specific comments related to selected items, and (2) recommendations.

SUMMARY

An analysis of the Senior Seminar itself and the evaluative data leads to a number of rather general, overall reactions.

The general objectives of the Senior Seminar are, of course, vital to an understanding of the program and serve as a fundamental basis for its appraisal. They focus on such student characteristics as self-concept, self-reliance, self-discipline, skills of self-education and cooperative skills. Growth in these areas is considered highly important and especially so at the senior high level. The statement of aims is different from a more traditional class not so much in the nature of the objectives, for traditional programs often state some of these, but in the focus and emphasis upon this kind of outcome.

A basic question, of course, is whether the school patrons, Board of Education, administration, and teachers feel these aims are important for the school to pursue and this is outside the task assigned in this appraisal. It is clear, however, that the evaluative data reveal wide general support for the Senior Seminar. For example, 88 percent of the parents of Senior Seminar students who responded believed that the program either should be continued as is or expanded. None suggested that it be dropped. The students who responded from their direct experience as participants in the Senior Seminar supported it at a 95 percent rate. The results of the survey of the graduates, who had previously participated in the Senior Seminar and who now had the opportunity to reflect back upon this part of their education, indicate that 20 percent believe that it should be continued as is and 79 percent feel it ought to be expanded; this is a total of 99 percent of the Senior Seminar alumni respondents. Only 26 percent of the staff, most of them not associated with the program, felt it should be discontinued. More than 70 percent believed it should be continued as is, expanded or changed in some way. These data show impressive support indeed.

The surveys provide insight into the degree to which the aims were achieved. Even though the General Objectives of the Senior Seminar were not as sharply stated as one might wish to facilitate evaluation, it is obvious from the data that many of the people close to the program felt that certain specific aims were realized. For example, 96 percent of the Seminar student respondents felt that their understanding of different cultures was broadened, 93 percent felt they understand themselves better, 94 percent indicated that the number of friends among different racial groups increased, etc. Among the Seminar alumni, 96 percent look back upon the Senior Seminar as helping them better understand themselves, 93 percent felt it helped them make friends, 92 percent said it assisted them to better understand our society, and 92 percent believed it helped them value the worth of education. The East High School staff listed self-learning, improved self-image, better self-goals, and relevant meaningful education among the strengths of the program. A careful, detailed study of these data would seem essential in planning for next year.

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The instructional processes of the Senior Seminar are a distinctive part of the program. The experiential, group centered, goal oriented and situational stress characteristics of the class call for certain adjustments and special approaches which contrast strikingly with the usual in-class educational methods of the large urban secondary school in the United States. This factor called for special planning, careful selection of seminar staff, additional instructional expenditures, and greater than normal demands on staff time and involvement.

If one agrees with the statement in the program descriptions that "the technique used by the Senior Seminar is of far greater importance than the actual activities," then the modules should be studied carefully. Obvious questions will emerge in regard to the formulation of specific instructional objectives for each, plans for subsequent evaluation of them, and a delineation of how the special seminar processes are utilized. Present reporting, which consists largely of narrative descriptions, student comments and reactions, logistic requirements, and suggested changes seems inadequate for the purpose of program evaluation. On the basis of the data presented, one may make some judgments about which modules seem to embody more fully than others the unique instructional procedures said to characterize the Senior Seminar. Beyond this, the degree of success or failure for each module must be tied to reported student and staff reactions.

Extra cost in time and involvement of the Seminar staff and in actual dollar expenditures must inevitably be an important consideration, especially as the ultimate decision related to whether the Senior Seminar should be retained, discontinued, or expanded. The present information suggests that there is appreciable cost in additional staff involvement and effort. The per pupil cost above the average cost per student in the secondary schools is calculated as $154 net and $195 gross. This represents an additional cost of approximately 11 percent and 14 percent respectively.

Certain problems emerged which were related to instruction. For example, in the Chicano Culture module, when the visit was made to the Crusade for Justice, "only Chicano, both Texas and Seminar students and Black students, were allowed by the Crusade to visit." One might legitimately ask if this decision to allow part of the group to visit was consonant with one or more of the general objectives. Geographical imperatives involving time and distance, e.g., the bus ride to Mexico in the first module, proved to meet with inevitable difficulties. Preview by the staff of materials and careful orientation or preparation of the students for the experience, as might be expected, was a crucial element in the probable success of the activities. Actually, the instructional justification for the various modules, the degree of curricular balance, and the logic of sequence are not easily judged from the information presented. The Senior Seminar staff will need to address itself to these questions.

The organization and administration of the Senior Seminar appear to be well done at this point. Problems which emerged in the early years of such an innovative program have now been dealt with satisfactorily for the most part. The vital importance of an able and dedicated Director seems self-evident. Selection of staff members who possess the requisite competencies and, especially, the interest and philosophical orientation must be done carefully for each person's contribution individually and collectively is crucial to the Senior Seminar. Student selection assumes great importance as one reflects upon the importance of group cooperation and interaction. Problems of recruitment and selection of both staff and student participants must be studied before decisions related to program expansion are contemplated.

RECOMMENDATIONS

An appraisal of the material gathered by the Department of Planning, Research, and Budgeting, as well as the reactions and comments indicated previously, suggests a number of recommendations.

1. The Senior Seminar general aims and objectives should be studied and a real effort made to formulate them in terms of expected student outcomes and in a form more amenable to evaluation. For example, the aim "to provide students an opportunity to experience an alternative structure to their previous educational structure" is oriented to teacher behavior (i.e., the staff hopes to "provide the opportunity..."), and doesn't indicate what sort of student learning outcomes are desired as a result of the experience (i.e., how will the student be changed?).

   Since the objectives provide the basis for the ultimate justification of any program, it is essential that they be stated as sharply as possible and in such a form that they communicate to the reader rather well exactly what student learning outcomes are sought. Objectives also provide a means for deciding on appropriate methods and materials. In addition, they may facilitate or inhibit evaluation simply in the way they are worded.

2. Every module should have specific learning objectives listed and evaluation procedures described for each. This will offer an improved opportunity for making instructional judgments based on the most rational bases possible. Perennial decisions regarding revision of individual modules, comparison among different modules, the addition and elimination of modules, optimum sequencing of modules and achievement of curricular balance will become more viable.

3. Evaluation procedures of a variety of types should be explored. The present evaluation data are admirable in the light of the nature of the Senior Seminar aims offered, but other approaches may be useful. For example, other situational tests, observation reports, self-evaluation according to personal objectives, interviews, cooperative evaluation, etc., are a few of the possibilities. The staff must seek evidence as to whether or not the stated objectives are being achieved.

4. A study of the instructional processes should be made. A first step would be a careful and thorough explanation of the unique technique which is basic to the Senior Seminar. This will provide the basis for an analysis of the present

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instructional planning of methods and materials. For example, the staff needs to ask itself whether the specific activities are consistent with the unique instructional approach and whether the teaching processes are utilized in the most productive way.

5. Possible future curricular alternatives facing the Senior Seminar at East High School should be delineated. These need to be described along with their implications before proceeding further to the ultimate decision. For example, some of the obvious alternatives include the following: retain the Senior Seminar as is, discontinue the program, expand it to various degrees beyond its present size and location, select certain experiences to be made available to all seniors, require certain portions of the program, make it available only to those who can profit most from it, shift the seminar completely to a summer program, or incorporate some of its unique characteristics into other regular secondary school classes. This, of course, will lead into related concerns, such as whether the modules should be voluntary or required (i.e., many parents and educators would suggest that the sensitive material in a few modules indicates that careful communication with parents and the voluntary aspect should be continued). At any rate, these considerations need to be explored.

6. The basic recommendation of this report is that a "point of decision" should be set regarding the future of Senior Seminar. It is a mature program now, much important data are available related to its achievements and, with some basic studies indicated above, the groundwork for the decision will be prepared. Too often, curricular innovations are instituted and, almost by default, may become "traditional programs" or dropped without proving themselves. The East High School Senior Seminar has considerable face validity; that is, it <u>looks</u> like it should be a valuable and productive program. Even though the present evaluative data show truly impressive support from those who have been involved, the Seminar must prove itself. The staff which has demonstrated great commitment deserves to have such a decision made, one which would remove the "experimental" label. A "point of decision" should be set and the essential organization of personnel arranged so that the future of Senior Seminar will be resolved.